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ABSTRACT

This document includes three parts and six appendixes. Part 1 is the general report of the 1987 Unesco seminar on international education for adults held in Finland. Among the topics covered are key issues and the role of leaders of nonformal education and of adult educators in international education. Part 2 provides the reports of four working groups: (1) adult educators' training; (2) methodology; (3) educational equipment and materials; and (4) research and experimentation. Part 3 provides 11 recommendations for Unesco to implement. (The recommendations center around assisting adults and fostering international exchange and cooperation, developing concepts of continuing education and inservice training, establishing networks, offering workshops, promoting public libraries, supporting and encouraging the translation of literature, improving the supply of database and computer programs, and making full use of Unesco's participation program.) Appendix 1 provides the seminar agenda and program. National reports on international education at the adult education level are provided in Appendix 2. They include "International Education in the Framework of Adult Education in Austria" (Gisinger); "International Education: Fresh Impulses to Lifelong Learning, a German View" (Schoefthaler); "International Education and Finnish Adult Education" (Akerlund, Seligman, Kajanto, Ayras, and Berndtson); "Education for International Understanding in Informal Adult Education in Hungary" (Maroti); "Principal Elements of Basic Adult Education" (Andela-Baur); "Education for International Understanding, Cooperation, and Peace in the Polish Adult Education System" (Cieslak); and "International Education for Adults in Yugoslavia" (Radic). Appendix 3 contains "Information Paper on the Unesco's Pilot Project in Sweden" (Thelin). Two addresses by the Unesco representative, C. Okai, that were delivered at the seminar are included in Appendix 4. Appendix 5 provides a list of participants. Appendix 6 lists "The Meeting in Finland 1987" recommendations for Unesco. (CML)

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INTERNATIONAL EDUCATION FOR ADULTS

A Seminar

CE 054252

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Publications of the Finnish National Commission for Unesco No. 43

SUB-REGIONAL EUROPEAN SEMINAR ON INTERNATIONAL EDUCATION FOR THOSE RESPONSIBLE FOR NON-FORMAL AND ADULT EDUCATION

Organized by The Finnish National Commission for Unesco
(Murikka, Finland, 7 - 12 June 1987)

FINAL REPORT

3

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PART I

GENERAL REPORT

INTRODUCTION

1. The Sub-regional European Seminar on International Education for those responsible for non-formal and adult education, organized by the Finnish National Commission for Unesco, was convened according to the dispositions of paragraph 13075 of the Second Medium Term Plan approved for 1984-1989, resolution 23 C/13.4 adopted at the twenty-third session of the General Conference (1985) and paragraph 13323 of the Approved Programme and Budget for 1986-1987.

2. The Seminar was undertaken within the framework of the Plan for the Development of Education for International Understanding, Co-operation and Peace, adopted at the 23rd session of the General Conference of Unesco, and it is a follow-up to the Unesco pilot projects aiming at the preparation of teaching material on the basis of objective information on the links connecting peace, disarmament, security and development for use in the training of adult education personnel.

PREPARATION FOR THE SEMINAR

3. The documentation prepared by the Unesco Secretariat for the Seminar included: a provision agenda, a working document providing information on Unesco's activities in the field of International Education at all levels of education, especially to the adult education level, the working document contains also information on International Education in the Second Medium Term Plan (1984-1989), the Inter-governmental Conference on education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament (April 1983), the Fourth International Conference on Adult Education (1985).

4. In addition, the following reference documents were made available to the participants: Recommendation concerning Education for International

Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974); Adult Education Co-ordinating Bodies; Directory of Adult Education Training and Research Institutions; Information paper on the Unesco pilot projects of short duration to prepare material, on the basis of the most reliably objective information on the links connecting peace, disarmament, security and development, for use in the training of literacy teachers and adult education personnel and the Plan for the Development of Education for International Understanding, Co-operation and Peace (1985).

OPENING OF THE SEMINAR

5. In connection with the "Meeting in Finland 1987 Seminar", organized by the Association of Finnish Adult Education Organizations and the Peace Education Institute, the Unesco Sub-regional European Seminar was opened in a joint ceremony by Mr. Timo Toivianen, the Secretary-General of the Finnish Adult Education Organizations.

The following key speakers presented greetings to the participants of both Seminars and reviewed the items of substance on the international adult education in the framework of their Institutions:

Her Excellency Ms. Anna-Liisa Piipari, the Finnish Minister of Education on behalf of the Finnish Government;

Ms. Catherine Okal, Representative of Unesco;

Mr. Yusuf Kassam, Director of Programmes of the International Council for Adult Education (ICAE), on behalf of the ICAE;

Mr. Charles Novogrodsky, Senior Trainer in Multiculturalism/ Race Relation Division

Mr. Alejandro Cussiánovich, Member of the Council of the Review Auto-education, and of the Instituto Peruano de Educacion para los Derechos Humanos y la Paz.

6. The Seminar had joint sessions with the Meeting in Finland 1987 Seminar on the following topics:

- "When Cultures Meet": Human Beings in the Focus of the Meeting of Cultures. Lecture by Raimo Harjula, Lecturer at the University of Helsinki, with discussion.

- "Culture and Change": International Mass media as means of Power and Change. Lecture by Tapio Varis, Rector of Peace University, Costa Rica, and presentation on the subject by other participants.

OPENING OF THE WORKING SESSION OF THE SEMINAR

7. The working Session of the Seminar was opened by Ms. Eeva Hippula, Representative of the Finnish National Commission for Unesco, by welcoming the participants on behalf of the Host Country and informing them on the proposed agenda and timetable of the Seminar. The Representative of Unesco, Ms. Catherine Okai, presented the Working Document elaborated by the Unesco Secretariat to the participants, and informed them on the background of Unesco's activities related to International Education within the field of non-formal and adult education. In particular, Unesco's Plan for the Development of Education for International Understanding, Co-operation and Peace and the launching of Pilot Projects on International Education intended to adults was presented and commented on, by Ms. Okai.

ELECTION OF THE CHAIRPERSON, VICE-CHAIRPERSON AND RAPPORTEUR

8. The participants elected Ms. Helena Allahwerdi, Finland, as Chairwoman; Dr. Andor Maroti, Hungary, as Vice-Chairman; and Dr. Traugott Schöfthaler, Federal Republic of Germany, as Rapporteur.

The participants introduced each other by giving some details on their background in the field of adult education.

ADOPTION OF THE AGENDA AND WORKING METHODS

9. The revised draft agenda were adopted. Concerning the working methods, it was advocated to divide the Seminar into working groups whenever necessary. This option was recommended particularly for item no. 6 of the Agenda. Meetings of the Bureau (with the Representatives of the National Commission and of Unesco) were scheduled for the mornings and

the evenings of the whole duration of the Seminar.

NON-FORMAL EDUCATION AND ADULT EDUCATION IN THE LIGHT OF UNESCO 1974 RECOMMENDATION CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELAT TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS AND OF THE UNESCO 1976 RECOMMENDATION ON THE DEVELOPMENT OF ADULT EDUCATION

KEY ISSUES PRESENED BY THE PARTICIPANTS FOR GENERAL DISCUSSION:

10. The participants welcomed Unesco's working document as a means of relating their natioanl efforts and experiences in promoting international education aspects in the field of non-formal and adult education to the existing international documents and instruments agreed on by Unesco's Member States. With a view to identifying the key issues for a more comprehensive implementation of the recommendations mentioned in the Working Document, the participants presented general information and key issues on adult education in their countries, with particular emphasis on international education aspects, and on suggesting innovative methods and fresh impulses to further developing international adult education.

The following papers were presented:

- "International education in the freame-work of adult education," by Bernadette Gisimger
- "International education: Fresh impulses to lifelong learning - A German view," by Traugott Schöefthaler
- "International education for adults in Finland," by the Finnish team
- "Education for international umderstanding in informal adult education in Hungary," by Andom Maroti
- "Principal elements of basic adult education in the Netherlands," by Mieke Andela-Baur
- "Education for international umderstanding, co-operation and peace in the Polish adult education system," by Andrzej Cieslak
- "International education for adults in Yugoslavia," by Nada Kacavenda Radic

The national reports are attached as Annex II to this report.

The country reports provoked a series of questions and led to substantial discussion. The participants made general observations, suggested several elements considered essential for a more comprehensive implementation of the 1974 and 1976 Recommendations, and raised particular issues on international co-operation in the field of international education for adults, particularly stressing collaboration between Member States and the continuing need for Unesco's co-ordinating function.

GENERAL OBSERVATIONS

11. Taking into consideration the different social and political features of Member States, as related to the aspects of intercultural information, protection of the cultural heritage, and appreciation of the diversity of cultures, was felt necessary.

12. International education was defined an in-built (not separate) aspect of the cumulating process of non-formal and adult education in the "school of life." It was felt necessary to emphasize this nature of international education for adults, with a view to the reports requested from Member States and to their evaluation.

13. From the background of recent budgetary restrictions on social and educational activities in several Member States, the issue of financing the further development of adult education was connected to information on the variety of resources used and on additional funds raised for this purpose.

14. Concerning adult education personnel, it was felt necessary to pay particular attention to the role of women in international education, in order to enlarge the proportion of women working in this field.

15. With a view to support joint activities in the implementation of the 1974 and 1976 Unesco Recommendations, it was considered essential to elaborate further on the concept of international education (within the framework of the elements enumerated in paragraph 18 of the 1974 Recommendation and other fundamental information on the contents of international education.

16. The elaboration of a more comprehensive concept of international education was seen prerequisite of further development of evaluation in this field, which is considered essential to progressing implementation.

17. Several participants stressed the variety of organizations involved in adult education in their countries. They reported also on efforts in co-ordinating these activities on national level and with regard to international co-operation.

18. The problem of less widely used languages in Europe was considered a major obstacle to the access to international knowledge and experiences in adult education. It was felt necessary to make additional efforts in mutually translating essential information on both contents and methods of adult education.

19. Concerning the existing international recommendations on international education, it was considered not necessary to elaborate revised or up-dated instruments. As a means of a more comprehensive implementation of these recommendations, the dissemination of significant information on projects and innovative strategies was advocated.

KEY ISSUES OF A MORE COMPREHENSIVE IMPLEMENTATION OF UNESCO'S RECOMMENDATIONS ON INTERNATIONAL EDUCATION

20. Promoting the international and interdisciplinary approach:

The following issues were raised, with a view to strengthen the international and the interdisciplinary approach in adult education:

(i) functional illiteracy in industrialized countries: literacy courses are seen as an opportunity for underlining the existence of common education problems around the world, and for introducing different ways of solving them.

(ii) science courses: the environmental education approach was considered essential to both objectives mentioned above.

(iii) further efforts in bringing together native population and migrants were felt prerequisite of appropriate intercultural information.

(iv) development education was seen as an aspect basic to the vast majority of subjects; additional efforts in elaborating this aspect were advocated. In particular, more information on the colonial past of several Member States and its repercussions was proposed.

(v) travel and tourism were discussed as important aspects of the

adult life to which international education for adults, could contribute appropriate information with a view to influencing attitudes.

(vi) foreign language courses were considered a major area of adult education, with a largely under-used potential for international education. It was proposed to pay particular attention to the teaching of Esperanto.

(vii) with a view to ongoing social and cultural changes, it was felt essential to focus on cultural identities.

(viii) it was felt necessary to include more issues on the situation of women in society, and in particular on their role as promoters of development, into adult education programmes.

METHODOLOGY:

21. Concerning the appropriate methodology, several proposals were made on the appropriate variety of methods, and on motivation issues.

(i) In particular, the cognitive bias of most education was felt in a major obstacle to the all-round development of the personality, including full awareness of international and intercultural dimensions of everyday-life. The development of more action-oriented methods was proposed.

(ii)The strategy of focusing on international education, particularly in those fields which are of special interest to adults, was considered essential.

From this background, information on introducing international and intercultural aspects into leisure-oriented courses (such as pottery-making or painting and weaving), or foreign language courses, or into parent/family education was presented.

(iii)With a view to identifying the learners' needs best, the need of learner-oriented flexible programming in adult education was stressed.

22. PARTICULAR ISSUES ON INTERNATIONAL CO-OPERATION

The role of the mass media in shaping attitudes and personalities not only of children and youth but also of adults, was stressed.

It was proposed to establish working contacts between adult education organizations and the media, in order to strengthen international and intercultural issues in public information, and to place particular emphasis on Unesco's activities in the field of "education of users," with a view to help adults to select among the information offered by mass media.

23. The present level of international exchange and information on innovation in international adult education was felt insufficent. It was proposed to discuss in-depth Unesco's plans for networking and for preparing newsletters in this field, in order to ensure appropriate dissemnination of the information needed in Member States.

24. The problem of adult education statistics on national and international levels was raised. On the national level, in many Member States, reliable and complete information on activities in adult education is not available. On the international level, a variety of instruments for collecting information and a need for further co-ordinating the system of reporting by member states to Unesco (e.g. by harmonizing the questionnaire distributed) were noted.

ADDENDA TO ITEM 4:

25. In addition to her written report, Ms. Andela-Baur, Netherlands, informed the participants of recent developments in international adult education in the Netherlands. She stressed particularly on the activities of the University Peace Institute Nijmegen, and on a variety of programmes in the fields of women projects, work-related and other types of adult education.

INFORMATION ON BEHALF OF UNESCO:

26. Ms. Okai invited the participants to reflect on possible contributions of their countries to the International Year of Shelter for the Homeless (1987) and to the preparation of the International Literacy Year (probably 1990).

Similarly, contributions in the framework of Unesco's "World Decade for Cultural Development" (1988-1997) and of the 4th European Conference of Education Ministers (MINEDEUROPE IV, probably June 1988), will be welcome.

Ms. Okai encouraged the participants for elaborating draft projects in the field of international education for adults for submission, via National Commissions, to Unesco.

In addition, brief information notes on national experiences and current projects in international education for adults will be welcome for publication in regular or special issues of Unesco's Adult Education Information Notes.

THE ROLE OF LEADERS OF NON-FORMAL EDUCATION AND OF ADULT EDUCATORS IN INTERNATIONAL EDUCATION

27. Ms. Helena Kekkonen, Secretary-General of the Helsinki Peace Education Institute, and winner of Unesco's 1981 Peace Education Prize, presented to the Seminar, key issues on the role of Adult Educators.

As personal confession, Ms. Kekkonen quoted from the final document of Unesco's Third World Conference on Adult Education (Tokyo 1972):

"... in order to have education act as an efficient instrument of change, adults must take active part in it. Its goal should be to improve living conditions and general quality of life. Apathy, poverty, diseases, and hunger are the biggest human drawbacks, calamities of today's world. They can be uprooted only by making people aware of what causes them, and how they can be defeated. Social progress and adult education thus complete each other."

28. Ms. Kekkonen raised the following issues:

- the problem of double morality of arguing for international peace and supporting the idea of necessary national defence and security, at the same time, which is widespread among opinion leaders;
- the elitist bias of university education and research;
- the vicissitudes of developing peace education within a highly competitive education system;
- the urgent need for diminishing prejudices world-wide.

29. Consequently, Ms. Kekkonen advocated the Freirean approach to be the guideline for all adult educators and for developing peace education within voluntary adult education. She stressed self-confidence of the learners being prerequisite of ethical education which forms a major part of peace education.

Concerning the adult educator's role in society, Ms. Kekkonen developed the concept of "co-ordinators of learning processes." This role might be complemented by a peace network in adult education through Unesco. In particular, the need for improving opportunities for further training of adult education personnel was stressed.

30. In addition to Peaceletter no. 1/85, which was distributed earlier, Ms. Kekkonen presented two papers to the Seminar:

- "Without a home country" Project - Result from the Unesco Peace Education Prize.

-"On Peace Education, and Activities of a Peace Education Network (PEN)" (October 1986).

Ms. Kekkonen's lecture led to an in-depth discussion. The main issues were:

- The need for introducing more concrete ways of working in peace education, particularly by means of arts.

- The observation of "peace terminology" being widely over-used in several countries, and therefore the urgent need for developing a more concrete way of thinking about peace education.

-The qualifications required for peace educators. They were defined by quoting again from the final document of Unesco's Third World Conference on Adult Education:

"broad social experience and knowledge of culture, empathy (which very often is more important than mere ability to plan courses and use modern methods and equipment), and inspiration supported by strong feeling of social participation."

- The urgent need for further developing a "positive concept" of peace, rather than focussing on the domain of big politics.

- The observation of the attitude of avoiding conflicts being widespread among youth and adults; this attitude was seen at least partly relying on unrealistic features of life transmitted by formal education.

- The inter-relatedness of conflict management in everyday life and international peace.

- The issue of leisure time growing in several countries (although there seems to be contrary evidence in some others), and therefore the need for offering concepts of international education particularly realted to leisure activities.

In reviewing their national experiences, the participants raised the following issues connected with the roles of leaders in non-formal education and of adult educators:

- the need for further developing means of self-education for adult education personnel (e.g. by working out a handbook).

- the possibilities of strengthening the impact of international exchange (meetings, conferences) on national activities, and of multiple side-line activities such as exchange of letters and particular information.

- democratization and permanentness of education, and love and respect for life, among other guiding principles for peace education.

- the particular role of librarians having to provide "the right book in the right moment to the right person".

- the need for co-operation with the mass media.

Concerning the professional role of adult educators, there was some controversy on "leadership" versus a"fellow learner" concept:

- In favor of "leadership" there were arguments concerning professional duties, commitment, salaried work.

- In favour of the "fellow learner" concept there were arguments on the need for avoiding a top-down pedagogy of inculcating values and skills on learners, and the vision of self-confident and self-contained adult personalities.

The debate resulted in conclusions on the moral conviction and the moral values essential to every adult educator. From this background, the adult educator's role was described as

- giving opportunities to learn, by means of information;
- promoting international issues and intercultural exchange;
- making offers, inviting people to activities;
- promoting international issues and intercultural exchanges
- encouraging learners to critical thingking and participation;
- using professional experience in a variety of adult education methods.

WAYS AND MEANS OF FURTHER DEVELOPING INTERNATIONAL EDUCATION IN ADULT EDUCATION

31. The following two parts of the agenda were taken together and elaborated later by a series of recommendations:

- ways in which adult education can be more effectively co-ordinated with activities relating to culture, communication and science;
- strategy on how to develop international education for adults at the national, regional and international levels.

32. The seminar was divided into four Working Groups in order to reflect as concretely as possible, on the objectives of the agenda.

The four groups presented their reports to the Seminar; the discussion in the plenary was leading to some amendments which are included in the group reports, as they are part of this final report.

The four group reports are on the following issues:

Group 1: Adult Educators' Training.

Group 2: Methodological Innovation.

Group 3: Educational Equipment and Materials.

Group 4: Research and Experimentation.

33. During the plenary meetings on item 6 of the Agenda, two general observations were made:

- Barriers and frontiers between cultures and nations do not really exist; they are, however, real in the minds of people, and it is in the minds of people where they have to be removed.

- International education reaches adults who feel concerned about the state of world affairs, or who are interested in other countries and cultures. Many adults, however, are not interested in world affairs and do not share the values of international understanding, co-operation and peace. Hence, it is essential to identify ways and means of addressing international education also to people not yet tuned to it. International education is not meant to become an activity of mainly informing the already well-informed and enlightening those already enlightened.

34. Considering these general observations, the Seminar selected from its deliberations and from the results of the group work, the recommendations presented at the end of this Report.

35. In connection with item 6, the Seminar was presented a lecture by Dr. Bengt Thelin and Mr. Hans Burgman, Sweden on their Unesco pilot project on "The relationship between peace, disarmament, security and development and on the dangers of nuclear war."

The two speakers informed the Seminar of contents of their related conception for training adult educators in disarmament education, with particular emphasis on methodological issues such as suitable percentage of lectures and home studies, optimum size of groups or the necessity of structuring the courses by considering knowledge as well as feeling and action elements. The following papers were distributed:

- Swedish National Board of Education, Dr. Bengt Thelin/Lecturer Hans Burgman, 1987-06-04;
- Murikka 1987-06-12: MATERIAL. A proposal of an exercise prototype at the Unesco subregional conference (U. Herz);
- List of Material, tested or developed by the team.

36. The papers are attached to this Report as Annex III.

The presentation led to a series of questions concerning the following issues:

(a) Danger of overloading the course by too many complex issues such as literacy, the situation of refugees, development.

(b) The role of conversion of military production into civil industry, and the related data and information base.

(c) The relation of the course to a "positive concept of peace," such as peaceful co-existence, replacing enemy-pictures by unbiased information, and overcoming prejudices.

(d) Relations of the conception to realistic/materialist issues such as reasons for conflicts or mutually opposed political and economic interests.

(e) Information base for figures on armament.

(f) Ways of preparing the "multiplier effect" of disseminating the message to adults via training of adult educators.

(g) Relation to Helena Kekkonen's concept of employing arts in peace education.

(h) Relations to the concept of "security" in national foreign policy.

(i) Feasibility of answering the exercise prototype questionnaire without oversimplifying the issues of concern.

(j) Results of the initial phase of the pilot project.

37. Since the pilot project is still work-in-progress, the answers could not meet all questions and expectations raised. Dr. Thelin and Mr. Burgman, informed the Seminar that:

- the conception has been tested with a group of 40 adult educators;
- the data and information base consists of UN documents;
- all questions raised concern important issues of the project, and will consequently be taken into consideration;
- the suspected "overloading" with complex issues is due to the tasks formulated by Unesco;
- finding the right balance between idealistic and realistic/materialist approaches is a task which continues to be one of the main challenges for the project.

38. Ms. Okai informed the Seminar that Unesco, after approval, intends to submit the results of the pilot project to the Member States represented in this Seminar for comments.

It is envisaged to elaborate further on concepts of disarmament education, a task which will be based on the results expected from this Swedish pilot project together with three other pilot projects conducted in Australia, Lebanon and Congo.

ADOPTION OF THE FINAL REPORT

39. The Final Report including the Recommendations of the Seminar, was adopted unanimously.

CLOSURE OF THE SEMINAR

40. The representative of Unesco, Ms. Okai, expressed thanks to all participants and speakers, for their intense efforts in reflecting on the implementation of Unesco's Recommendations on international education in the field of adult education, a task which is among Unesco's priorities in International Education.

41. The working sessions of the Seminar were closed by the acting chairman, Dr. Maroti, who asked the representatives of Unesco, and of the organizing institutions of the host country, to transmit to their organizations the gratitude of all of the participants, for having had the opportunity to not only exchange views and information among those responsible for non-formal education and adult education of Unesco's Europe Region, but also having been immersed into conditions extremely favourable to continuing education of the experts in international and adult education themselves, gathered in Murikka.

In another joint ceremony, the Seminar was formally closed, with presenting its results to the participants of the "Meeting in Finland 1987" Seminar.

PART II

REPORTS OF THE WORKING GROUPS

REPORT OF WORKING GROUP I: ADULT EDUCATORS' TRAINING

BASIC EDUCATION

1. Within the existing programmes a specific block of studies on international understanding as a part of the teacher's/educator's basic education is needed. Special attention should be payed to the fact that it is not enough to be a knowledgeable, skillful and well-informed adult teacher (educator). It is necessary to be a critically thinking person with broad views of the world, who is willing and able to estimate social consequences of his doings. A profound development of personality and ethical education is of vital importance for every adult educator. Important parts of this basic block of studies for international understanding would be acquiring and mastering information/knowledge, learning and practising skills for social communication, examining and solving problems, orientation, goalsetting and hoping. Flexibility is an indispensable feature in her/his action. The suggested block of studies should also be available for volunteers and part-time teachers/educators. Teacher trainees should be given an opportunity to practise international solidarity, understanding and peace contacting alternative communities and peoples' movements. They could profit from the innovative visions of just development in every-day practise of these communities and movements.

FURTHER STEPS

2. The establishment within the Member States of a network of information about adult education in the country concerningtopics of international interest, is of importance. Through this network the educators would be given information about international relatedness meetings, events, N.G.Os a.s.o. The promotion of international

exchange between adult educators based on mutual agreements, fellowships on international level could be helpful. International education forms an important part of life-long learning and studying of adult educators. At the same time the local governments could give the formal right to international education and exchange to his adult educators. The access to study at least one foreign language for adult educators should exist.

Within the countries the importance of local minorities and the support of the exchange between them and the adult educators should be stressed.

REPORT OF WORKING GROUP II: METHODOLOGY

PROPOSALS FOR METHDOLOGICAL INNOVATION IN INTERNATIONAL EDUCATION FOR ADULTS

GENERAL APPROACH

1. Innovative methods are essential for giving fresh impulse to international education for adults. The group concentrated on identifying new methods which could contribute to the all-round development of personalities by employing all human senses. In particular, analysing problems and reasoning on solutions should be complemented by action and experience.

   Meeting foreign people is considered as essential as studying foreign societies; cultural events are a necessary part of inter-cultural information; learning to ask questions relies on heart and brain.

DEVELOPMENT EDUCATION

2. Experience-based development co-operation projects:
   Participation in development co-operation projects (e.g. low-cost housing or coffee harvest actions) is prerequisite of full awareness of what development means.

3. Discovering the cultural dimension of learning:

   Culture is a dimension of all subjects of learning. Too often it is neglected. For example, there should be no learning about Third World societies, without exposing learners to Third World literature, drama, music and arts.

4. Establishing personal networks:

   Personal contacts with people from Third World countries, are essential to creating awareness of world problems, and to fostering the will of doing something for improving the situation.

5. Revealing stereotypes in everyday life as a means of attacking cultural prejudices: Too often stereotypes and prejudices are seen as resulting from a lack of information only. Stereotypes, however, are part of a everyday perception in well-known cultural settings. Attacking prejudices on a far-away issues by information, therefore needs to be complemented by discovery of stereotypes between girls and boys, or concerning parents, elderly people and so on. This form of "learning by discovery," is a necessary part of overcoming prejudices against far-away cultures and peoples.

MASS MEDIA

6. Existing concepts of education of users need to be complemented by action elements. Giving people the opportunity of making their own local broadcasting programmes and newspapers, helps for better understandin and critically selecting among the information offered by the mass media.

7. Co-operation between those responsible for TV programmes, and adult educators outside the media: Adult educators who regularly use TV programmes and films for intercultural information, should co-operate with media people in preparing handouts for better understanding films on other cultures, and societies. (Example: the famous Turkish film "Yol," the herd, is likely to be misunderstood in many European countries, without addtional information on the very different value systems).

8. Education for active citizenship:

   Many people, particularly women, suffer from a lack of self-confidence that prevents them from developing civil courage, and from active participation in public decision making.

In connecting exercises such as training in "public speaking," and real action such as joining local initiative groups, or other ways of influencing local decision-making, adult education can offer opportunities for better participation of adults in public life.

FOREIGN LANGUAGE TEACHING:

9. Since foreign language courses are among the most popular, and most important issues of adult education, it is absolutely necessary to use better, the huge potential for international education, which is in-built to learning foreign languages. The following methods are proposed:

10. Using texts from Anglo-franco-and lusophone Africa, Asia and Latin America, in addition to information from the UK, North America, Spain and Portugal, for English, French Spanish and Portuguese language courses.

Using not only foreign texts on foreign issues, but also on issues well known to the learners, for example: journalistic reports on the learners' country, printed in foreign newspapers, could create awareness of cross-cultural information in progress.

Members of foreign communities, particularly migrants, should be invited regularly, to conversation exercises in foreign language teaching of their language, offered to native people.

SCIENCE AND ENVIRONMENTAL EDUCATION

11. Training people in how to observe environmental pollution in their surroundings, is amongthe major objectives of research-oriented methods of environmental education and applied science.

12. The use of international information, on the protection of social, cultural and natural environments, could easily gear environmental learning to greater awareness, of global problems.

11. It is proposed to process sicentific literature such as Unesco's reports of the Man and Biosphere Programme, into teaching/learning materials designed for adults.

14. Research-oriented environmental education should be connected to participation in public decision-making on environmental issues, on local, regional and national as well as international levels.

15. Construction of low-cost science equipments (e.g. for monitoring environmental pollution), is proposed as a means of better connecting theory and practice. The experience gained such as blueprints of low-cost equipment can be disseminated to other countries, particularly to developing countries - thus linking science and environmental education for adults to development education issues.

TRAVEL AND TOURISM

16. Exercises in receiving foreign visitors assist in the development of empathy.

Meetings with migrants and immigrants coming from "tourist regions," help in collecting information on foreign countries, and in creating awareness of the knowledge and skills of foreign parts of the population.

17. Photo-Exhibitions with comparative aspects can be used as additional motivation (be it by comparing photos taken by tourists, as compared to those taken by local people, or photos taken by tourists at home, to those taken abroad).

LEISURE-ORIENTED EDUCATION PROMOTING CREATIVITY

18. An extraordinary but fairly effective means of introduction to foreign cultures is training in foreign ways of

(i) cooking
(ii) pottery-making
(iii) playing music
(iv) drama and performance, dancing.
(v) carpet-making or knitting and weaving patterns.

This strategy combines easily promotion of individual creativity, with motivation for learning about other cultures, and socio-economic background.

FUTURE WORKSHOPS

19. It is proposed to pay attention to pessimism and apathy, concerning the world's future, which is widespread among the young generation. In using Robert Jungk's approach, future-workshop could contribute to the revitalizing of concrete utopia, of good visions of the future, with motivating people to action step by step, towards approaching the envisaged conditons of life. Thus political consciousness and participation in public affairs, can be promoted; volunteer civic movements seem to merit particular attention, in this field.

CONCLUSION

20. Methods of adult education which are particularly designed for promoting international education, such as development cooperation projects, are necessary means of implementing the 1974 and 1976 Recommendations.

The opportunities for further developing international education for adults, however, are particularly seen in methods of discovering and using the international education potential, which is in-built to other, new as well as traditional, subjects of adult education.

21. It is considered a necessity to offer workshops on international education for adults methodology, particularly on innovative methods in this field. Those workshops are proposed on national, regional and inter-regional levels. Technical and intellectual assistance by Unesco is required.

REPORT OF WORKING GROUP III: EDUCATIONAL EQUIPMENT AND MATERIALS

1. The need for taking into consideration in a more consistent and useful way, the written and printed material in international education for adults.

2. Through dissemination of bibliographies of texts and publications on different subject matters, and in various fields: particularly concerning global world issues, different cultures and civilizations, ethical, moral and philosophical issues as well as international education pedagogy.

3. By technical and financial support to the translation and publication of literature, from less widely used languages (and vice versa) in order to facilitate the availability of information to a large public.

4. By organizing support to the public libraries : it is considered a priority to help the teachers and students in selecting from the already existing large collections of books according to their needs. In addition, dissemination of information by different means, e.g., lectures, exhibitions, newsletters is considered a necessity.

5. The role of the arts in the learning process of adult education, should be stressed: it is recommended to assist learners in how to use the fine arts such as dance, music, poetry, painting, drama for better understanding the content of the messages conveyed by them.

6. In order to assure the appropriate use of audiovisual materials, there is a need for providing essential technological infrastructure and a proper training of the users.

7. Teams of artists, teachers, audiovisual specialists should be encouraged and supported to work together for the production of audiovisual material, films videotapes, slides, etc. for educational purposes and prepare guidelines for better using their richness and variety.

8. The use of audiovisual teaching materials should be part of teacher training, including training courses for part-time ane voluntary teachers; such training courses should be offered on national, regional

and international levels, in order to broaden the scope of the different pedagogical methods, and to make proper use of the experiences in this field.

9. For the further development of the appropriate use of audiovisual material, the design of new materials, their production and dissemination should rely on the results obtained through experimentation and research in the field of pedagogy and technology.

10. Special training courses are needed to get acquainted with the modern sophisticated computer and information technology. "Computer illiteracy" is becoming part of functional illiteracy, in industrial countries.

11. Concerning the mass media, it was noted that the newspapers offer a wealth of material for teaching purposes. Hence, appropriate teacher's guidelines could facilitate the task of the teacher of how to teach reading newspapers, and understand the ethical and moral values conveyed by information on facts and news.

12. Words and images jointly capture the unconscious in the human mind. They give messages, the content of which, should be carefully studied because they can be both harmful, and beneficiary. The need for effective education for users, concerning all media available for both self-education, and group work was emphasized.

13. Finally, the group stressed the necessity of intensifying international co-operation, with shared responsibilities, and mutual assistance. A network of adult education insitutions was proposed, as a very suitable first-step towards achieving this long-term objective.

REPORT OF WORKING GROUP IV: RESEARCH AND EXPERIMENTATION

PROPOSALS FOR RESEARCH AND EXPERIMENTATION IN INTERNATIONAL EDUCATION FOR ADULTS

BASIC RESEARCH

1. The basic research in international education fo adults should be developed and encourage, in order to find out the best suitable

methods, approaches, forms, contents, equipment and material offered in the different fields to many different groups in adult education.

NETWORK OF RESEARCH INSTITUTES

2. A network of reserach institutes cooperating and experimenting on national, regional and international levels with educational institutes, study centers, youth and other organizations for adults should be established. The results of this research and experiments, should be available for those adult educators, who urgently need this information.

RESEARCH ON VALUES

3. International education for adults, differs considerably from international education for children: an adult entering international education programmes, has a set pattern of values, beliefs, norms and behaviour patterns gathered form mass media and previous learning, etc. One of the objectives of international education is to change these values. How does an adult react to this? What are the most suitable programmes and approaches for teaching, and larning? These questions are left unanswered. Therefore, we need scientific research to be done about the necessary value base in international education for adults.

RESEARCH ON METHODS (SEE REPORT OF WORKING GROUP 2)

4. Research on methods and joint experiments in Member States, should be conducted and encouraged.

EXPERIMENTAL PROGRAMMES

5. Experimental programmes and means and ways of cooperation on international education are needed bewteen adult educators, and special target groups such as politicians, mass media professionals, economic leaders, scientists, and artists. These selected, committed and involved opinion leaders and decision makers, ought to cooperate with adult educators and establish networks on national, regional and international levels, in attempts to act to solve specific international and global issues such as pollution, health, cultural changes causing identity losses, alienation, destruction of values, industrial production of food causing new sicknesses, rapid development of biotechnology, and new forms of illiteracies.

6. Experimental international education programmes which include study trips abroad, should be encouragedon mutual basis. The study trips to foreign countries give participants a broader view and knowledge of other cultures. The host country should have the same programme, and the same opportunity as the adult educators from an European country. Their adult educators should in return, have a chance to travel to the European country from where the study tour originated.

7. Experiments on approaches as to how the global issues and problems of mankind could be handled in adult education, should be encouraged and organized. The knowledge of them should not threaten adults with pessimistic and desperate visions and images, but function as challenges for action and participation, with the positive vision of future and development.

PART III

RECOMMENDATIONS

The participants in the Seminar,

Being grateful to Unesco for having invited experts in international and adult education for in-depth discussion of this issue on sub-regional level,

Transmitting thanks to the Finnish National Commission for Unesco, to the Finnish Associations of Adult Education Organizations, and to the Finnish Peace Education Institute, who had jointly organized the Seminar, for having created a climate favourable to an in-depth exchange of views, and to working on proposals of how to improve international education aspects, within adult education in Unesco's Europe Region,

Considering the steps taken by Member States to the implementation of the 1974 Recommendation, and to the follow-up of the 1983 Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, with a View to Developing a Climate to Opinion Favourable to the Strengthening of Security and Disarmament,

Appreciating current efforts of Member States for more comprehensive implementation of the above recommendations,

Recommend that Unesco continues to study further, the possibilities of relating these efforts to the ongoing process of implementing the 1976 Recommendation, and the Recommendations of the Fourth International Conference on Adult Education, in order to encourage Member States to extend further their efforts in developing means and infrastructures of international education to adults,

The participants of the Seminar,

Willing to assist in achieving the goal of providing all means for international education to adults,

Invite the Director-General of Unesco,

The Member States of Unesco's Europe Region,

The National Commissions for Unesco,

The Non-Governmental Organizations in the field of adult education and,

All experts involved in the preparation of the Fourth European Conference of Ministers of Education (MINEDEUROPE IV),
To study the possibility of implementing the following Recommendations of:

1. Promoting the goals and aims of Unesco's action plan for the World Decade for Cultural Development (1988-1997) within the framework of adult education;

In particular, assisting adults for their access to, and for participating in the development of creativity through arts such as music, drama, dance, films, literature, paintings, and fostering international exchange in this field, including continued support to pilot projects.

2. Fostering international co-operation in providing appropriate elements of international education within the training of adult educators, with a view to introducing contents and methods of education for international understanding, co-operation and peace to all subjects of adult education, and with particular emphasis to the teaching, of at least one foreign language.

3. Further developing concepts of continuing education, and in-service training for adult educators, with in-built international education elements, and with particular emphasis on improving the use of at least one foreign language, and on training in how to use foreign language teaching as a means for international education.

4. Establishing networks designed for international exchange between adult educators in the field of international education, in particular:

- for disseminating information on international education projects within adult education, including pilot projects, research and equipment;

- for disseminating Adult Education journals and important articles on international education for adults as well as specialized bibliographies;

- making relevant teaching and learning materials more easily accesible on international level, including audiovisual materials;

- for encouraging to create personal networks with adult educators from countries of the African, Asian and Pacific, and the Latin American and Caribbean Regions.

5. Offering workshops on the methodology of international education for adults, particularly on innovative methods in this field, on national, regional and inter-regional levels.

6. Promoting the aims proclaimed in Unesco's 1972 Public Library Manifesto, calling the public library for serving as a living force for education, culture and information, and as an essential agent for the fostering of peace and understanding between people and between nations.

7. Supporting and encouraging the translation of literature relevant to international education for adults, from less widely used languages in Europe into Unesco's working languages, and vice-versa.

8. Regularly inviting members of foreign communities to national activities in adult education, particularly those living in the surroundings of adult education centres, with a view to strengthening communications and friendship of nationals with refugees, migrants and foreign students, and to encouraging the work of international friendship associations and circles.

9. Introducing contents and methods of international education into existing programmes of "education of users" of media, which are conducted by both Unesco and several Member States, with a view to:

- giving adults opportunities of experiencing the making of information media, particularly through participation in local broadcasting and local newspapers;

- establishing working contacts between those responsible for programming inside the media, and those responsible for adult education, and non-formal education;

- assisting youth and adults to select from the information offered by the mass media.

10. Improving the supply of data-base and computer programmes, which are relevant to international education to Member States and non-governmental adult education organizations; with particular emphasis on:

- introducing contents of international education to adults, being trained in using computers;
- elaborating simulation programmes on global development issues and trends, and to statistically analyse world issues, and forecasting future developments;
- focusing world trade, industrial production, demographic information, and access to all information available to the public, including development co-operation and armament.

11. Making full use of the opportunities provided in Unesco's Participation Programme, for supporting activities aiming at contributing to extend the implementation of the Unesco 1974 Recommendation, to the field of adult education, with particular emphasis on pilot projects in this field, on national, regional and inter-regional levels.

ANNEX I

AGENDA AND PROGRAMME

Sunday, June 7

13.30 Departure for Murikka from Helsinki by bus

18.00 Arrival at Murikka

19.00 Music by a modern folk music group "Tuulenkantajat"

Monday, June 8

9.30 Opening of the Meeting in Finland 1987 by Ms. Anna-Liisa Piipari, Minister of Culture
Greetings from ICAE

11.30 Opening of the sub-regional Unesco seminar on international education
Election of the officers
Adoption of the agenda and the working methods

13.30 Working session: Item 4

Non-formal education and adult education in the light of the Unesco 1974 Recommendation concerning education for international understanding, co-operation and peace and education related to human rights and fundamental freedoms and of the Unesco 1976 Recommendation on the development of adult education.

Presentation of national experiences followed by general discussion

18.30 Sauna

20.30 Soiree of modern music with Kaj Chydenius

Tuesday, June 9

9.00 Joint session with Meeting in Finland Seminar

"Culture and Development Cooperation" presentation by Mr Raimo Harjula, Docent at the University of Helsinki

Discussion

13.30 Working session: Item 5

The role of non-formal education leaders and adult educators in international education.

Presentation by Ms. Helena Kekkonen of the themes "Adult Educatior's Responsibility" and the Peace Education Network" for discussion.

19.00 Classical music by Seppo Siirala, guitar and Ilari Lehtinen, flute

Wednesday, June 10

9.00 Joint session with Meeting in Finland Seminar

"International Massmedia as Means of Power and Change", lecture by Mr. Tapio Varis, Rector of the UN Peace University, Costa Rica.

10.30 Working session: item 6

Ways and means of further developing international education in adult education.

a) Ways in which adult education can be more effectively co-ordinated with activities relating to culture, communication and science.

b) Strategies for developing international education for adults at the national, regional and international levels

General discussion on the theme

13.30 Working session (item 6). Group work in four groups

19.00 Musical evening, modern songs by Anneli Saaristo

Thursday, June 11

9.00 Joint session with Meeting in Finland seminar
Lecture on "peace culture" by Ms. Helena Kekkonen, Secretary General of the Finnish Peace Education Institute

9.30 Working session: Item 6
Group work continues.

13.00 Joint excursion to the City of Tampere and its surroundings, with the Meeting in Finland Seminar

Friday, June 12

9.00 Working session: Item 6

Lecture by the Swedish representatives on their Unesco pilot project to produce materials on The relationship between peace, security and development and the dangers of nuclear war followed by discussion

13.30 Working session: Item 6

Presentation of and discussion on the reports of the four working groups

19.00 Folk dance by a local group
Farewell Party

Saturday, June 13

9.00	Final working session Finalization of the recommendations Adoption of the Final Report Closure of the seminar
13.00	Departure for Helsinki by bus

Every day:	breakfast	8.00 - 9.00
	lunch	12.00 - 13.00
	coffee	15.00
	dinner	17.30 - 18.30

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ANNEX II : NATIONAL REPORTS ON INTERNATIONAL EDUCATION AT ADULT EDUCATION LEVEL

A U S T R I A

INTERNATIONAL EDUCATION IN THE FRAMEWORK OF ADULT EDUCATION IN AUSTRIA

The Austrian adult education system presents a network of non-formal semi-governmental institutions and organizations. The Department of adult education within the Ministry of Education, Fine Arts and Sport acts - without any legal authority - at the top of the enhancement of this network

In Austria, the following institutions are engaged in the out-of-school and non-formal education of adults:

- Austrian centres of adult education
- Institutes for further technical and vocational education
- Catholic institutes of adult education
- Institutes of adult education in rural areas
- Austrian society for national economy (Economical education of teachers and lower [illegible])
- Adult education courses in the framework of regular pedagogical universty curricula
- Austrian institute of peace research and peace education
- Committee of peace and disarmament (Salzburg)
- Austrian information service for development policy
- Austrian federal institute for adult education
- Austrian institute for political education
- Offices of the federal government for the enhancement of adult education in the Austrian provinces ("Laender")
- Adult education centres of the political parties and the trade unions
- Folk high-school

All the above mentioned institutions and organizations provide to contribute to a more democratic and human relationship among persons, countries and regions. The non-formal education of adults tries to start from the needs of adults and to keep in mind the idea of lifelong learning to assure peace and better understanding of peoples.

Within the different organizations, courses held once or several times a week, through week-ends, or during a longer lasting period of time, take place.

Beside the permanent "training on the job" and the education of the personality, the Austrian organizations and institutes of adult education try to coordinate processes of social learning and to stimulate the making of one's own decisions to more freedom and independance of peoples.

By these ways of learning we hope to enable people to realize their needs and vital problems in the way of finding a solution that can satisfy themselves and others in a non-agressive way.

Concerning peace and international understanding, the actual topics of adult education in Austria are:

- Pacifism and resistance - their tradition and actual consequences
- Information on other countries and cultures
- Language teaching
- Literacy
- Austrian history and the consciousness of historical processes and events
- Racism
- Anti-apartheid(movement) and the boycott of South Africa
- Peace and disarmament
- Environment protection (nuclear danger)
- Development policies and development assistance
- National and international problems of minorities
- Technical development and its national and international consequences for the life of peoples
- International politics

People working in the non-formal education of adults usually do not have a specific education, most of the time they work with experts in different fields. The lack of official control of non-formal education creates free space for selection of topics and action and less consideration of pre-established contents.

Due to this, the Austrian adult education is able to act flexibly and to be actual in its contents on one hand and to take care of the needs of the participants of adult education on the other hand.

The lack of full time educators in non-formal adult education may change with the right to adult education that will enter in the Austrian Constitution in the near future.

Vienna, May 1987

Ms. Bernadette GISINGER
Austrian Federal Institute
for Adult Education

FEDERAL REPUBLIC OF GERMANY

INTERNATIONAL EDUCATION: FRESH IMPULSES TO LIFELONG LEARNING

A GERMAN VIEW

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1. Guidelines

1.1 Unesco will "give fresh impulses to popular education and to the spead of culture, by collaboration with Members, at their request, in the development of educational activities". (Unesco's Constitution, Article I, paragraph 2)

1.2 To realize this purpose, clarification of concepts for concrete action and innovation is advocated.

1.3 From the background of the actual situation in international co-operation, the following fresh impulses to international education are recommended:

(i) achieving mutuality in international and intercultural information,

(ii) opening minds to the variety of views at contemporary world problems,

(iii) going beyond conflict and harmony: by identification of obstacles to international understanding, co-operation and peace.

2. Proposals for strengthening international education aspects within non-formal and adult education (taken from adult education projects in the Federal Republic of Germany)

2.1 Foreign language teaching can be used as a means for international education.

(i) Motivation can be fostered through use of foreign information on the learner's culture,

(ii) The contents of teaching/learning materials can be enriched by switching from a metropolitan bias to a global perspective. For example, texts from francophone, lusophone or anglophone African, Asian and Pacific, and Latin American and Caribbean countries are used.

2.2 Science courses

(i) Environmental education is seen as comprising theory and practice as well as dealing with biological, physical, social and cultural environments. In addition to this, the urgent need for international co-operation in the protection of all those environments is considered an in-built challenge for international education,

(ii) Within almost all sorts of science teaching, equipments are not only used but also designed and assembled. Activities on designing low-cost equipment for science experiments are seen most promising: the experience gained can be disseminated from North to South or vice-versa, (blueprints for science equipment).

2.3 Parent/Family education

(i) Construction of toys as they are used in other parts of the world leads to personal interest in foreign skills and socio-cultural backgrounds.

(ii) Information on childhood and youth or on inter-generational problems in various cultural contexts calls for further information and fosters the perspective of mutual exchange for everybody's own goals, aims and purposes.

2.4 Travel and Tourism

(i) Exercises in receiving foreign visitors assist in the development

of empathy,

(ii) Meetings with migrants and immigrants coming from "tourist regions" help in collecting information on foreign countries and in creating awareness of the knowledge and skills of foreign parts of the population

(iii) Photo-exhibitions with comparative aspects can be used as additional motivation (be it by comparing photos taken by tourists as compared to those taken by local people, or photos taken by tourists at home to those taken abroad).

2.5 Leisure-oriented education promoting creativity

An extraordinary but fairly effective means of introduction to foreign cultures is training of foreign ways of:

(i) cooking

(ii) pottery-making

(iii) playing music

(iv) drama and performance in dancing

(v) carpet-making or knitting and weaving patterns.

This strategy combines easily promotion of individual creativity with motivation for learning about other cultures and socio-economic background.

3. Fostering International Co-operation

Identification of pilot projects on international education in non-formal and adult education is recommended. The information disseminated should deal with all areas of paragraph 18 "major problems of mankind" of the 1974 Unesco's Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms:

(i) equality of rights of peoples: there seems to be need for information on ethnic, cultural, regional or national claims and cleavages, their historical background and their actual reason,

(ii) maintenance of peace: there is an urgent need for multiplying confidence-building measures. The international exchange of teaching/learning materials on other peoples, with a view to co-operation in the revision of biased information or the introduction into "the other perspective", seems to be effective,

(iii) human rights: education transmission on human rights needs to be based on solid information on existing disparities and disadvantages,

(iv) development: rather than the "red herring" of the one and only global development, combined efforts in presenting a variety of ideas on development and introducing to the concept of a balance between development and diversity are advocated,

(v) environmental issues: training in awareness of polution, promoting the idea of man-environment ecological balance,

(vi) cultural heritage: developing the "identity and identities" issues,

(vii) the UN system: resuming on the "positive concept of peace" - by means of co-operation and exchange of ideas and information -

Dr. Traugott SCHOEFTHALER
German Commission for Unesco

F I N L A N D

INTERNATIONAL EDUCATION AND FINNISH ADULT EDUCATION

1. Introduction

The Finnish education system provides good opportunities for international education, which has an established place both in formal and non-formal education.

Adult education is highly developed and traditionally autonomous in Finland. The state subsidizes adult education to a large extent, and almost any topic can be studied. The network of adult education institutes is dense and covers the whole country. In addition, a great number of civic organizations provide many-sided activities as well as learning opportunities for citizens.

The following is a description of the actual forms of this education: in civic and workers' institutes, folk high schools, civic organizations and public libraries.

2. INTERNATIONAL EDUCATION IN CIVIC AND WORKERS' INSTITUTE

by Benita Åkerlund

2.1. What is a civic or workers' institute?

In Finland there are 279 civic and workers' institutes (248 municipal and 31 private), of which 25 are Swedish, with a total of 697 182 students. The network of institutes covers the whole country; every municipality belongs to some institute's area (1985-86).
Under the existing legislation, "A civic or workers' institute means an educational establishment set up to promote adult education by teaching citizens knowledge and skills that are needed in civic life, give a foundation for further studies and advance independent study and personal development and to guide people to make proper use of their freetime".

Thus, these institutes

a. are intended for adults
b. provide education in the students' freetime; i.e. are not intended for full-time studies
c. give liberal education, often hobby-based
d. give education according to their nature and local needs.

Most of the instruction is given in the evening, but recently there has been an increase in day-time teaching and short weekend courses.

The requirement is a minimum age of 16 or completion of compulsory schooling. An amendment made it possible to take in young people under 16 to study arts or practical subjects or music. At an estimate, in 1986/87 there were 52 000 students aged 7-16 in the 210 institutes that have this right.

The civic and workers' institutes are subordinate to the Ministry of Education and receive a state subsidy covering 70 per cent of specified operational costs. The tuition fees are small; for 10-20 marks one can study one or even several subjects.

Teaching is mainly given in a municipal school or in privately owned facilities. Only 103 institutes have a place of their own for teaching and administration. The school year in the institutes varies between 26-32 weeks, starting on 1 August and ending on 31 July. Few institutes offer summer courses. These institutes have a total of 577 full-time teachers, but most of the teaching is given by part-time teachers (about 23 000) (1985-86).

Table 1: Full-time teaching posts in civic and workers' institutes by field in the school year 1985/86

Subject	Finnish		Swedish		Total	
	N	%	N	%	N	%
Humanities[1]	9	1.7	-	-	9	1.6
Foreign languages	109	20.8	17	32.1	126	21.8
Social sciences	41	7.8	2	3.8	43	7.5
Arts[2]	64	12.2	1	1.8	65	11.2
Music	117	22.3	10	18.9	127	22.0
Textile work	157	30.0	18	34.0	175	30.3
Technical work	19	3.6	2	3.8	21	3.6
Home economics	2	0.4	2	3.8	4	0.7
Physical education	5	1.0	1	1.9	6	1.1
Math., nat sciences	1	0.2	-	-	1	0.2
Total	524	100.0	53	100,0	577	100.0

[1]E.g. literature and education
[2]Mainly visual arts and public addres

The students 1984-85

By sex

Women	Men
c. 70 %	c. 30 %

By language

Finnish	Swedish
c. 92 %	8 %

By age

6-14	3,8 %
15-19	8,9
20-29	19,6
30-39	23,6
40-49	16,8
50-59	11,8
60-64	5,2
65-	10,2

Educational provision by the institutes

The Act on State Subsidies for Civic and Workers' Institutes provides quite an open framework for planning and implementating educational provision. The responsibility for planning lies with the headmaster and the full-time faculty. The planning is based on the educational needs of each region. Other factors that influence planning is the age and professional structure of the population, the industry, enterprises as well as other educational and cultural provision in the municipality. Local economy has great influence on the curriculum of an institution. This is why there are no two institutions completely alike. Generalizing, one could say that town and city institution form a category of their own, with a predominance of languages, arts and practical skills. On the other hand, the students in the country prefer practical skills, notably waving, knitting and sewing, music and arts. The core of the curriculum is formed by the annually recurring basic subjects. These are complemented by annually changing study groups and courses designed to fulfil current demand and tastes. These courses serve the demands that stem from the rapid social changes. This flexible response to current needs is a sign of the vitality of the institutes.

In addition to hobby-based and general subjects, it is possible to study comprehensive and upper secondary school syllabi in the civic and workers' institutes. In recent years, open university-type education has become more and more popular. Similarly, the institutions, together with higher education and vocational institutions, are planning general education preparing for vocational studies. On the whole, educational provision in the civic and workers' institutes is varied and extensive.

2.2. Education for international understanding and peace

Education for international understanding, cooperation and peace is included as a self-evident objective in the curricula of the civic and workers' institutes. Under the existing law, their task is to promote adult education by teaching citizens knowledge and skills that are needed in civic life, give a foundation for further studies and advance independent study and personal development and to guide people to make proper use of their freetime.

For the institutes this means mainly that students are offered an opportunity to acquire information that gives them a good frame of reference for forming their own attitudes (for critical thinking). Against this background it is difficult to draw the line between groups that teach education for international understanding and those that do not. Solely on the basis of statistics, one could easily draw the conclusion that international education represents only a small fraction of the institutes' curricula. This is not, however, necessarily the case. These themes are integrated into teaching in many groups that do not show in the statistics.

What is the language of peace?

As interpersonal communication, languages provide an excellent means of international education. Peace is obtainable only if nations can communicate and understand one another. Language skills are a vital requisite for peace; but just as essential is the content of messages. Linguistic competence has only an instrumental value, but the peace question can be linked with language studies. One drawback is that the majority of teachers teach only part-time and may teach only one course a week. How can we influence their attitudes?

Knowledge and peace

What is needed to guarantee peace is not only succesful message transmission but positive attitudes, the will and skill to understand one another, and knowledge about other countries: their living conditions, society, culture and peoples. This knowledge can also be familiarity with their modes and customs, with their social conditions, historical background, arts, science. In this respect, civic and workers' institutes have unlimited possibilities, probably exploited by every institute, although the method used may be integrated teaching and thus cannot be seen in the relevant statistics.

Annex II

Teachers for peace

In the clasroom situation, the teacher plays a key role. He or she may encourage students to engage in open discussion on the themes of peace. The teacher may also introduce the various aspects of peace bit by bit over the years. But this entails that the teacher has KNOWLEDGE. Only few teachers have any training in international education and may feel shy about teaching specialized courses. TEACHERS NEED IN-SERVICE TRAINING AND ENCOURAGEMENT to dare try their hand in planning and teaccching new kinds of course. What the adult education field needs is a course bank from which the institutions can order teaching packages and experts when needed.

In this context, we should not forget the valuable work done by foreign teachers in Finland. They can arose positive attitudes towards their mother tongues and countries in their students. At the same time the teaching situation creates a personal contact between representative of two different nations. In smaller towns it is not easy to find native teachers - which again necessitates supportive measures, perhaps in the form of a course bank. It is also necessary to improve the legal protection of native-language teachers and make it easier for them to obtain work and residence permits.

One of the burning question today is teacher education - educating teachers for international understanding, cooperation and peace. The people working in the field are willing, but the necessary resources are not available.

2.3. The curricula and international education

There are 278 civic and workers' institutes in Finland. International education is given in 180 of them; in the school year 1986-87 there were 195 different courses in all excluding languages (Table 2). Education for international understanding is mainly given in connection with civics, geography and languages, either as an integrated theme or as independent courses (Table 3). Language studies form the third largest group of subjects (17 %) after practical subjects (23 %) and art subjects (18 %) (data from the year 1985-86).

The social subjects either treat internationalism as such or they concentrate on one sector, typically culture, development and disarmament (Table 4).

In content, the central questions treated are current global events, various systems of government and administration, international issues, peace work and its significance, and structural factors in insecurity. The most frequent method is discussion based on a lecture in which the world is seen as an entity of different ideas and ideologies and efforts are made to awaken social responsibility over frontiers.

As examples of different courses, we can cite the following:

- Permanent state of peace reality or dream? Information pertaining to the peace question and characteristics of those who seek peace and their impact.
- Namibia Night. Information about Namibian history, development, living conditions and culture.
- Introduction to government and administration. Knowledge about other peoples and cultures. The object is to make students find persons like them in different parts of the world living under different conditions.
- For peace for life. Information about the possibilities of peace education, significance of ideals; violence; the importance of the structures of peace for human minds; films and short introductions.
- Will for peace. An analytical perspective to the content and essential nature of peace. What are peace, war, education for peace, the possibility of total destruction, the causes and consequences of war? The Church and peace education, equality and human rights.

- Civics. The aim is to understand international issues and to acquire a many sided picture of man.
- What do friendship societies do? Introduction to the activities of various friendship societies.
- The world. The role of the United Nations in global affairs.
- Man in a changing world. Factors influencing the world, man's status in the world; an individual's possibilities for influencing his/her own life, his fellows' lives, life all over the whole world.
- Developing countries. In depth knowledge about the developing countries.
- Practical work for a development target.
- International politics.
- Man and his culture. Global view; characteristics of cultures, family culture in various communities.

Geographics mainly contains courses on foreign cultures and information for tourists, by means of lectures, films, slides, literature, periodicals, recordings and other audio-visual material, the teachers strive to widen the students' picture of the world and to promote understanding and respect for other peoples (Table 5).

Language studies offer a natural basis for implementing the objectives of education for international understanding: positive attitudes, desire and ability to understand one another. Information given on the social conditions, historical background, art, science, table manners, songs and so on help students understand the thinking and actions of people who speak languages other than theirs. Fifty per cent of the institutes mention knowledge about the cultures in which the language in question is spoken as one of the objectives in the language syllabi.

Table 2. Education for international understanding in the civic and workers' institutes

Total number of civic and workers' institutes (1985-86)	279
of which Finnish	254
Swedish	25
Institutes giving international education	180
Number of various courses on international subjects in 1986-87 excluding languages	195

Table 3. Courses in various subjects by sectors of international education (primary emphasis)

Section	Geographics, biology	Civics	History	Arts	Practical, subjects	Education, psychology	Religion, philosophy	Theory of music
Internationalism	N=5	32	5	2				
Culture	61	12	16	6	3		1	3
Human rights		3				1	1	
Disarmament		17		1	1	2		
Development	2	8	2					
Environment	2	2					1	
Equality		2	2			1	1	
	70	76	25	9	4	4	4	3

Table 4. Emphasis on the sectors of international education in the content of different subjects (%)

Section	Geographics, biology	Civics	History	Arts	Practical, subjects	Education, psychology	Religion, philosophy	Theory of music
Culture	72	32	73	72	80	19	27	75
Human rights	6	11	7.7	7		19		25
Disarmament		17		7	20	12	6	
Development	3	18	3.9	7		12	13	
Environment	12	9	7.7			19		
Equality	7	13	7.7	7		19	27	
	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

3. INTERNATIONAL EDUCATION IN THE FOLK HIGH SCHOOLS

by Dave Seligman

3.1. What is a folk high school?

Folk high schools are boarding schools giving general and vocationally oriented education. They may also provide basic and supplementary vocational education. A folk high school student has to be at least 16 years old and completed his/hers compulsory schooling. Most of these institutions are privately run, but receive state subsidy and are controlled by the National Board of General Education. In Finland there are 92 folk high schools, of which 75 are Finnish and 17 Swedish. Of all the institutes, 42 are Christian, 34 Grundtvigian, 13 ideological or owned by an organization and three special institutes.

The institutes aim at improving the students' general knowledge and advancing their further studies, expanding their knowledge about society and supporting their personal development. The instruction is based on methods and principles suited for adult education and on the characteristics of a boarding school.

During the school year 1985-86 there were about 6 200 students in the long courses (approx. eight months) and 44 500 students in various short courses (approx. one week).

Traditionally, the folk high schools have catered to very young people, mostly from rural areas and with little education. The general level of education in Finland has, however, risen sharply, and approximately one half nowadays gets a matriculation diploma. Therefore the character of folk high schools has changed from teaching the basics to more diversified education with higher standards.

The folk high schools are very autonomous in giving education but in order to survive in everhardening competition they also have to attract students. No school lives solely on state subsidies. One year in a folk high school is an economic burden for a student. A folk high school has to appear worth the economic sacrifice. This applies as well to specially international study lines as for all other lines. The globalization of economics and culture means presumably that international matters have to be increasingly dealt with in folk high schools. Founding a specialized line on international matters is, however, a qualitative leap. Viittakivi and Otava have succeeded so far. As to the others, it is too early to draw any conclusions.

3.2. Education for international understanding

The very roots of the folk high schools are abroad, in Denmark where the idea of folk high schools was born. Therefore Nordic cooperation between folk high schools is quite active.

Most folk high schools have elements of internationalism in their curricula. Many have connections abroad and study trips abroad are made quite frequently. 17 institutions have study lines with emphasis on languages and seven with emphasis on tourism. In Västra Nylands folk high school, a Swedish school situated in Karis, they have a Nordic line during which the students stay for several weeks in other Nordic countries. A line with emphasis on social affairs is run by over thirty institutions and on those lines international issues are discussed in one form or another. Some have organized short courses on international issues, but only seven folk high schools have a special line that concentrates on international affairs or developing countries. They have been founded quite recently, the Viittakivi international centre making an exception with its line founded in 1951. About hundred students were enrolled on these lines in 1986-87.

Karhumäki Christian Folk High School (in Lapua) started its line of international education in 1985. Next autumn the name will be changed to international line. In 1986-87 there were three students on the line. The line aims at educating to international understanding, cooperation, peace and Christian responsibility and encouraging to fearless action in missionary work and development cooperation. The syllabus includes history, economics, ecology, statistics, English and social affairs. The course always offers in-depth studies on one country, which was Zambia in 1986-87.

Otava Institute (near Mikkeli) started its line on education for international understanding in 1977. The line aims at providing the students with basic knowledge on developing countries and basic skills in development cooperation with an understanding for foreign cultures and to offer a chance to practice development cooperation. The syllabus concentrates on English, anthropology, history and geography of the developing countries, adult education, international politics, ecology, alternative development models and a project.

Last year there were 22 students, of whom three fourths were girls.
Nearly all of the students had a matriculation diploma and the average age was 21-22. The Institute implements a Namibian adult education project, which is integrated into the teaching. During last school year the Institute had two Namibian students on scholarship. The intention is to concentrate increasingly on African problems.

Räisälä Folk High School (in Kokemäki) has only had one year of education for international understanding. The line aims at educating for international understanding, cooperation and peace. The syllabus concentrates on cultural knowledge, education for peace and internationalism, developing countries and development cooperation, ecology, English and French. In addition to theoretical subjects the line offered teaching in international cuisine and handicrafts. There were 11 students of whom three were boys. All eleven were matriculated students, the average age was around twenty.

Workers' Academy (in Kauniainen), unlike other similar institutes, offers a two-year line on international activities, which began last autumn. The line aims at preparing the students to manage international activities and development cooperation projects undertaken by organizations. The line gives a comprehensive view of the state of the world and provides the students with abilities to fulfill their ideals of a more just world. The syllabus concentrates on international politics, history, cultural knowledge, development issues, international economics, English and Spanish. There are 20 students, of whom three are men and two thirds are matriculated students. The average age is around thirty.

Viittakivi Institute (in Hauho) is the only international folk high school and has functioned since 1951. The school has no line divisions. Their course "This World we share" attracts students both from Finland and from abroad, mainly from Africa. Besides the required subjects (Finnish/English, practical work, student hours, family meetings, field study period or study trip) there are various electives according to abilities and interests. Last term, 15 of the 42 students were foreigners. The ages of the students vary between 18 and 65, with an average of 25.

The Folk High School of Lärkullastiftelsen (in Karis) offers an alternative with an emphasis on developing countries in its social affairs line. The syllabus includes sociology of the developing countries, international economics, missionary work and a project. There were three students last term, one of whom was a boy; the average age was 22. The Institute has plans for opening a shop that sells products from developing countries.

The Folk High School in Finns (in Espoo) will begin a line on developing countries next term. The line aims at promoting global thinking and responsible attitude towards the developing countries. The syllabus includes knowledge of the developing countries, foreign cultures, history, international economics, literature and communications, music, drama, ecology, foreign languages etc.

4. POPULAR EDUCATION IN EDUCATIONAL CIVIC ORGANIZATIONS

by Anneli Kajanto

4.1. General

In Finland there are 10 educational organizations that have the right to keep study centres. This right means that through these organizations, adult students may get financial support from the state.

The adult education activities undertaken by these organizations is characterized by their free form, students' self motivation, flexibility, free scope for choice. Teaching takes place in groups, which gives education a social dimension.

The study centres maintained by educational organizations are
- party- politically affiliated (covering the political field from left to right)
- Christian (one associated with the Church)
- connected with trade unions and other interest organizations
- non-aligned (collectively owned by a great number of large national organizations).

Through their membership in these centres, various organizations (parties, trade unions, the church, national organizations) take care of the education of their members. These educational organizations cover such a wide ground that almost all Finns have access to them.
The work forms include study circles, short courses, public lectures, campaigns and events. The course centres provide liberal education to complement "the school of life".

4.2. What type of international education?

All educational organizations provide international education in one form or another. There are, however, great differences between them due to the ideological heritage of their reference groups and to the age and size of the organization.

The historical primus motor of education for international understanding is the state subsidies for well motivated projects of international education. This made it possible for the organizations to include this theme which certainly would not have had great hopes for success otherwise.

This financial support gave rise to production of study materials and dissemination of relevant information by study centres. The traditional forms of education cannot, however, be said to have succeeded. The volume of international education has been very low. A minor peak was reached at the beginning of the 1980s, when the peace movements became more active. The new forms of activity are now contributing to the real start of international education by educational organizations. It seems now that

a) The international education materials do not interest the organizations very much when offered separately. Combined with various practical questions (for instance, the trade unions today, do ordinary people have any influence?, drama, women's position etc) these themes find receptive, critical audiences.

b) Increasing numbers of educational organizations have undertaken development cooperation projects in the 1980s. The nature of the projects depends on the nature of the organization in question. This is why the events, happenings and forms of education used to implement the projects are lively, unique, original and stimulating. Linked with these projects, "traditional" education for international understanding yields good results. Even when raising funds for a concrete object, the important thing for the educational organizations is teaching kindlier and more humane thinking.

c) Besides "traditional" study materials, the organizations are beginning to produce more and more often video films, slide series and other audiovisual materials.

d) There is much to be desired in the linkage of international understanding with the arts (mainly music and literature). There are some single gurus and excellent examples, but there is a persistant belief in Finland that information is the omnipotent means of influence. This can also be seen in the production of study materials for international education.

e) The educational organizations have a renewable resource at their disposal: creativity and intelligence. There is no shortage of creative capacity. For the ideas to work, this capacity should be combined with long-term, goal-oriented and planned work. The development cooperation projects show that campaign-like, varied and long-term methods yield good results.

4.3. Action for international understanding in the organizations

a) All educational organizations provide international education in one form or another, but there are great differences between them.

b) The traditional form of international education in these organizations is the production of own study materials for small group and other forms of study (short courses, seminars and public lectures). Those organizations that publish no study material of their own act as suppliers of and recommend selectively materials produced by other organizations.

In their own material production the educational organizations have shown greatest interest in questions of development and in development cooperation. Video films and slides are gaining more ground in these activities.

c) The organizations are encouraged to produce their own materials by the fact that it is quite easy to get state subsidy for well motivated material publication (through the appropriations allocated for the information services of the Finnish International Development Agency (FINNIDA) at the Ministry for Foreign Affairs and for information on peace education by the Ministry of Education).

It is obvious that the reasons for the activity of the educational civic organizations in international matters have to do with selfrespect; in our time it is embarrasing not to have any education for international understanding to offer.

d) The volume

On the average, the volume of international education is small. In some organizations this activity is insignificant, but in others it is energetic and efficient. In any case, the proportion of international education in the whole educational volume of most civic organizations is around 1-5 per cent, but never over 10 per cent.

One important exception to this is the Workers' Educational Association, the oldest educational organization in Finland, which stated in 1986 that it will base all its educational and informative activities on its development cooperation project.

e) The 1980s have seen the emergence of a new form of international work; the civic organizations' own development cooperation projects with accompanying fund-raising campaigns. Half of the organizations have undertaken these projects:

Education of Namibian refugees on the Kwanza Suli Camp in Angola (Workers' Educational Association 1985-88);

Construction project in Juigalpa, Nicaragua (Workers' Educational Association 1986-90)

"Peasant's Africa" campaign of voluntary work in Luapula province, Zambia (Union of Rural Education and Central Union of Agricultural Producers 1985-87);

Handicraft project in Tanzania (Association of Free Cultural Activities);

A scholarship student from ANC in Finland (National Educational Association);

Literacy campaign for adults in Kenya (Association for Educational Activities).

In their development cooperation projects, the educational organizations:

- choose a target in a country with which the Government of Finland (Kenya, Tanzania, Zambia, Nicaragua) or the Association of Finnish Adult Education Organization, the umbrella organization, or some others have development cooperation projects (Namibia as well as ANC)
- the force behind the projects stems from the nature of the civic organization in question. This is why the manners of implementation include original, unique, fresh and amusing campaigns.
- efforts are made to base these projects on the original educational idea; the important thing is to educate international understanding to Finns through personal participation and personal assistance;
- fund-raising is supported by various campaigns in which the traditional forms of adult education are used (short courses, seminars, public lectures, study circles on "traditional study materials", video production, slide series and other audiovisual materials, unpaid work on community spirit, information and influencing attitudes through communication).

f) It is quite obvious that people who work in educational organizations are more active in international issues as individuals;

- they are active in the peace movement
- they donate funds for international causes through the percentage movement (one per cent of salary to some fund-raising organization)

g) The educational organizations are also looking for forms of joint ventures. Some examples:

- a one-day campaign for peace education and development cooperation in Helsinki in September 1987, where all the major civic organizations will have their own stalls presentig their activities;
- "Know Your Neighbour" project (promotion of knowledge about the society and culture of the Soviet Union in Finland), with adult education strongly represented.

h) - By widening the perspective into the field of the affiliated associations of the educational organizations, we find that some have education for international understanding as an integral part of activities, such as
- the Evangelican Lutheral and the Orthodox Church
- the trade union movement
- political childrens'/young people's/and women's organizations
- many women's organizations, the Martha Organization for instance
- civic organizations with emphasis on art activities (cultural exchange and interaction).

i) Areas of emphasis and the direction of development in educational organizations

Of the four main themes in international education: knowledge about other countries and other peoples, developing countries and development cooperation, peace education, and human rights, the most succesful and most rapidly expanding field is development cooperation. Human rights questions have been dealt with in some organizations (of the Folk Democrats and Christian Party), likewise knowledge about other peoples. Peace education is included in courses, lectures and study circle work, but is rather small in volume. Peace education seems to follow the general attitude climate:

when peace movements started to work more actively in the early 1980s, this was reflected in the civic organizations' activities.

The dividing lines are very often drawn quite arbitrarily. Knowledge about a distant people's everyday life, peace education and human rights are not easily separable form the education given by the organizations in connection with their development cooperation projects.

International education is gaining more ground in the educational organizations. The methods used are not traditional but new, such as development cooperation projects, which are establishing themselves as one form of the organizations' activities. The education given in the framework of these undertakings bears the best fruit.

The development cooperation projects are here to stay. They seem to stimulate enthusiasm, ideas and creativity.

5. INTERNATIONAL EDUCATION AND PUBLIC LIBRARIES

by Anneli Äyräs and Maija Berndtson

5.1. Purposes and activities of the public library

Under the first paragraph of the Libraries Act promulgated in March 1986, "the purpose of the public library is to satisfy the public's need for general education, information and relaxation, and to support study and independent quest for knowledge as well as to promote interest in literature and the fine arts".

In order to fulfil this function, public libraries put at the public's disposal books (totalling some 30 million in 1986), audiovisual material; book recordings, records, cassettes, slides, films, videos, microfilm products (totalling some 1 million in 1986) and newspapers and periodicals (no statistics available, but of great significance; hundreds in larger and dozens in smaller libraries). They offer access to information stored in other forms, e.g. in data bases. Public libraries assist the public in information retrieval and guide the public in library use, for instance by doing reference work, by compiling select catalogues of the material, and by setting up exhibitions.

The Act defines the purpose of public libraries in as general terms as possible, but obliges the libraries to follow current and important issues. Internationalism is one of these.

The role of public libraries in dissemination of internationalism is mentioned in the Unesco Public library Manifesto (1972): "This manifesto proclaims Unesco's belief in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and understanding between people and between nations." And a report published by a Finnish library committee states: "Public libraries should promote understanding between people and nations and peace by offering varied and correct information about the world, different cultures and social conditions in different countries and about international cooperation" (Committee reports 1975:110, p. 28).

5.2. The role of the public library in promoting internationalism

The strength of the public library

As opposed to mass media, which offer fleeting, fragmented information, the public library provides in-depth information about various phenomena, often in their historical context. In fiction, libraries offer imaginative material based on experience, which is an excellent way to learn to understand cultures and the differences between them. Thus, the material available in public libraries helps people see things in larger contexts and form a picture of the world. The libraries also offer material of limited distribution which would otherwise be extremely difficult to find. The clientele may influence the selection of material by suggesting works they think important.

A system of easily accessible public libraries and inter-library cooperation secure access to material all over the country. Thus, the Finnish library system implements the international Universal Availability of Publications (UAP) Programme. The personnel is well-trained, and the public library services are free of charge to the users.

On the basis of the libraries' division of labour, some have special collections on given language or cultural areas. There are such collections on Esthonian, Norwegian, Rumanian and Hungarian literature, and others are being planned.

The new materials, such as recordings and pictures, offer a good opportunity for providing international information over language borders. All in all, the dense network of libraries and the extensive material available make libraries effective sources of international education, although somewhat passive in the sense that material and information is not actively disseminated outside libraries.

The personnel's attitude towards international understanding

The implementation of internationalism entails personnel that has internalized this view. The following is a list of projects that have promoted this view and show the personnel's attitude towards internationalism.

Library activities as such are international in nature: e.g. access to material all over the world in accordance with the UAP (Universal Availability of Publications Programme. Exchange of machine readable material presupposes global norms and standards created through internationalcooperation. Global library cooperation is implemented by the International Federation of Library Associations and Institutions, IFLA.

Every fourth year Nordic library people arrance a meeting with hundreds of participants and 3-4 educational events annually.

In addition, there is arctic library cooperation in the form of biennial meetings, a joint data system project including a Saame bibliography, personnel exchange, inter-library lending, as well as Northern Library Colloquy, which covers all arctic libraries and research institutes all over the world, with meetings every other year and with a few numbers of the Bulletin each year.

In-service training and personnel exchange

The Finnish Library Association has arranged courses on foreign literature, some of which have been published. In 1983 the Association organized a visit to Unesco's Headquarters and a presentation of Unesco's activities.

The national library days in Tampere 11-13 June 1987, with some 800 participants, will deal with the role of libraries in disseminating national and international culture.

Exchange of personnel with foreign libraries is one way to promote internationalism. The public library in Rovaniemi is especially active in this, with regular exchange with Swedish and Norwegian libraries. The exchange improves knowledge of languages, of the living conditions and of library methods and collections, and it also generates new ideas for further cooperation. Rovaniemi also participates in International Trainee Exchanges and has had a trainee from Egypt. The Rovaniemi Library has also started an exchange with Cairo University Library and will send its Lapponica catalogue there. Rovaniemi has twin towns. The Library sends one librarian to Hungary to attend a course on Hungarian culture arranged by

the local summer university. And correspondigly Rovaniemi receives two Hungarian librarians from Vezprem library every two years. The two libraries also have material exchange.

Generally speaking, when international activities focus on persons (instead of collections and systems) these persons have a double role: that of a library worker and a citizen. According to experience gained in Rovaniemi, a person who has worked abroad often becomes active in international cooperation on other levels; in friendship societies, in organizing meetings and visits.

International education in material selection

In perspective of annual book acquisition (som 2.4 million) education for international understanding is an important consideration. According to a study made by Eira Vainio, 92.8 per cent of libraries follow selection criteria confirmed by the local library board. Promotion of international understanding was one of the objectives in 40 per cent of these and 25 per cent mentioned an intention to implement the principles of the UN Universal Proclamation of Human Rights. Literature with stress on value judgements was not as common as literature describing development problems in general. The libraries try to promote education for international understanding first of all by offering fiction from foreign cultures and secondly by offering informative material. The share of literature on international education is rather insignificant in acquisition.

In children's literature, education for international understanding was well represented, which may be due to the fact that the supply is more restricted and thus more easily accessible.

Outside the larger cities, librarians estimated the demand for literature on international education as rather small. According to Ms. Vainio, the possibilities of the public libraries to advance international education depend partly on how unified an approach the whole library system has to the implementation of this objective and whether or not the library personnel has sufficient knowledge, skill and disposition to work for international understanding and for peace. This is why she suggests that the libraries should have unified principles to follow in selecting relevant material.

Development cooperation projects in the library field

The Finnish Library Association has had development cooperation projects

supported by the Finnish International Development Agency (FINNIDA) since 1984. This cooperation is in the form of librarian exchange; one visit by an African librarian to Finland and two Namibians studying for the librarian's degree at the University of Tampere in Finland, and one Finnish librarian working in Tanzania for three months. An Afro-Nordic conference has been arranged jointly by the Nordic National Commissions for Unesco, and the Finnish National Commission for Unesco has promoted the raising of funds for books in "A Book for each Child" campaigns.

The Finnish Library Association is a member of the Service Centre for Development Cooperation - Finnish Volunteer Service, through which the Association can influence both discussion and development cooperation undertaken by civic organizations.

5.3. Obstacles and proposals

Traditionally, the library service in Finland is connected with the advancement and support of national culture, which still influences the activities to some extent. One important goal in library services has been equalitarianism and effort to meet demand. This means that it has worked neither against nor for anything. This is in conflict with, for instance, the clearly value-oriented goals of Unesco's adult education recommendation and thus has "watered down" active work for international education.

The majority of the library personnel belong to a generation who have never had any international education and thus has not internalized it. This is about to change because both comprehensive school and librarians' education now include international education.

As there is not much "genuine" internationalism material that depicts, for instance, less known cultures, it is rather difficult to obtain information about the material. Informative literature is not much translated into Finnish, and active knowledge of foreign languages is not very common. In fiction, mostly Anglo-American production is translated. The breakdown of the literature acquired by libraries is the following: 90 % in Finnish, 6 % in Swedish and 4 % in other languages, predominantly English.

The Finnish refugee policy tends to restrict immigration of refugees so that libraries have not been obliged to arrange services for various language and culture groups, as other Nordic countries have.

Proposals for further development

It would be worthwile to arrange a meeting on international education to encourage library personnel to think in international terms. Another way

would be to disseminate experiences gained in library exchange and thus encourage more libraries to undertake this form of cooperation. Attempts should be made to arrange visit to a developing country for librarians to see library services there.

5.4. 1986 Statistics on public libraries

Library Units

Every municipality has a municipal library system comprising a main library and subordinate branch libraries.

The total number of library units is	21 543
Of which	
- main libraries	461
- other libraries	1 082
Furthermore	
Bookmobile stops	18 138
(Number of bookmobiles is 234)	
Transfer collections	829

Some examples of figures on use of libraries and library activities

Number of visits	47 million
- visits per capita	10.0
Borrowers	2 million
- 42 % of the population	
- of whom adults (over 15 years of age) 74 %	
Number of listeners	1,2 million
Total of loans	83,5 million
- loans per capita	17,0
Acquisition of library materials per year	
- books	2,4 million
- AV-material (recordings, videos, slides)	180 000

Personnel

- full-time	3 900
- part-time	1 350
Total	**5 250**

H U N G A R Y

EDUCATION FOR INTERNATIONAL UNDERSTANDING IN INFORMAL ADULT EDUCATION IN HUNGARY

In Hungary one of the documentary films which is shown today, recalls the last part of the first World War, with reminiscences of the surviving eye witnesses. Producers of this film published an invitation in the newspapers, and they requested those who had participated in the battle near Isonso and Piave, where Italian and Hungarian soldiers had stood opposite each other and where a lot of people died on both sides, to present themselves. The film shows the recollections of the former participants, and takes them back to the scene of their past battle, where these old people could meet the surviving Italian participants. The film ends with the Italian and Hungarian veterans embracing each other in tears, and they listen to anthems of both countries. It is made clear from their words that they never felt they were enemies of each other, but at that time State interest forced them into a devastating war.

The story had still one more after effect. One of the participants of this battle, who is now 90, could not take part in this meeting because of illness. But he offered his war diary, his old photos taken at the front and also a candlestick that he had found under the stones of a ruined church and that he had been carried away as a keepsake. On 30 May this year, a Hungarian newspaper published an account of this gift and also wrote that the Institute of Middle European Cultural Meetings in Italy - having heard of the message - managed to put the old man in touch with the Italian village where he has found the candlestick. As a result, the priest of this village invited him as a guest in the name of inhabitants of the village once he had recovered. The meeting took place later, the former second lieutenant of the first World War and his son being taken to Italie by car. There, inhabitants of the village Falze di Piave in country Treviso received them with a celebration, welcomming them at their table with great affection. Then the priest placed the candlestick in the rebuilt church and laid a wreath on the monument of the first World War at the edge of the village.

This film and the story connected to it perhaps can reveal the sympathy between the people belonging to different nations, which can become stronger if we strive consciously to improve this feeling. Of course there are other means to develop understanding of different nations. In Hungary a so-called "Brother-relation" has grown up between single towns beyond the frontiers of the country. This relationship mainly involves the exchange of unofficial delegations, but it also means presenting cultural programmes in foreign towns. (This relationship is most developed with Finland). There is now a new phenomenon: the establishment of friendship circles. The Finnish-Hungarian Friendship Circle (it was named after Kalevala) has already 400 active members, the Dutch-Hungarian Friendship Circle (named after Erasmus) has 120 active members, and other circles will be set up in the near future, for instance the Austrian, the Czechoslovak, the Japanese and the Polish Friendship Circles with assistance from the International Cultural Institute in Hungary. Legal representation of these circles is assumed by a social organization, by the Patriotic Popular Front. Their connections with abroad are arranged from the administrativ point of view by the Department of Foreign Affairs in this organizatior. Otherwise they are independent, they plan and organize their programmes without external intervention, under the direction of their elected leaders. Establishment of the friendship circles is started in most cases by professional groups (artists, linguists, translators, etc.) but people from other levels also join them. The friendship circles

deal with the life and culture of the other country; and help in speading their values. They organize language courses, exchange of vacations for children with the other country.

In respect of the Soviet Union, a Friendship Society functions with its own headquarters building in Budapest. It has a lot of member groups in the country. Besides the cultural programmes which are found also elsewhere, it organizes lectures by Soviet scientists and other experts, and it runs friendship trains to the Soviet Unions. Participants usually get financial assistance with 50% discount. Many countries have their own Cultural Centre in Budapest, though they have not yet a special friendship circle or society. These are the following: Bulgaria, Czechoslovakia, German Democratic Republic and Poland. Ther are Hungarian Cultural Centres in the capital of these countries. Besides this, a Hungarian Institute functions in Vienna, in Paris, in Rome, in Delhi and in Cairo, and all work as propagators of Hungarian culture. Foreign Cultural Centres in Hungary prepare different programmes (exhibitions, concerts, film shows, lectures, language courses, meetings with writers, with artists) partly in their own premises, partly they arrange programmes in the country in collaboration with Hungarian cultural houses. Friendship days often take place, arousing quite good interest.

Film series of different countries, organized by the Hungarian Film Distribution Company, are also popular. These last generally one week, a new film being shown every day. As these films are new and still unknown to the public, the foreign text is said with a direct translation. These films represent the higher level of the film production.

It is worth mentioning that the Hungarian publishing companies publish many translated books from different countries both novels and poetry, or science and scientitic popularizations as well. They are striving for what their readers will require, namely a broad view in an international outlook.

Summer universities organized by the Society for Dissemination of Scientific Knowledge also have an important role in the development of international relations. One of them is working for the Peoples' Friendship in South-Hungary, in Pécs, but most of them accept also foreign participants with simultaneous interpretation in English, French, German and Russian and, in the case of more than 15 applicants, in any other langunge, too. Summer universities are short courses, they last 2-3 weeks, so they do not give any degree but provide much useful information on the different professional fields or orientate participants to the values of Hungarian culture.

Besides the explanation of practical events it is necessary perhaps to draw attention to a more theorical conclusion. The presentation of life and culture of other countries is only the first step in education for international understanding. The second step presumes more knowledge: knowledge of history, geography, economy and recent social problemsof a given country. Of course it is not likely that all inhabitants of each country can acquire such knowledge in international relation. But it can at least be achieved that the people belonging to the same region can know each other better, and this should be integrated as an essential element of basic culture everywhere.

I would like to propose publishing a book on the history of mankind complete with the geography, history, economy and social structure of each country. This book could be made with international collaboration on the initiative of Unesco, and could be used in the folk high schools and in other form of non-formal adult education (Free Universities, study circles etc.).

Appart from this, there are possibilities for us in concrete collaboration in international work groups in the different professional fields. According to our experience, this develops international understanding among the nations

in the best way. And it creates a global view which can be the base of the brotherhood of nations and of a universal attitude among individuals. The universality means here, in a more concrete sense, the possibility of the multi-faceted improvement of people, because the more persons are known by someone, the more information and constituent parts of culture will be acquired by oneself. So education for international understanding with the growth of human relations will be the best way to the development of personality.

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THE NETHERLANDS

PRINCIPAL ELEMENTS OF BASIC ADULT EDUCATION:

A SUMMARY

INTRODUCTION

International education in the Netherlands is considered to be very important. As it is a small country with 14 millions of inhabitants, it practises a policy of openness towards other countries.

In primary and secondary schools the basic knowledge for international understanding, peace and human rights is given in history and geography lessons.

In the Netherlands the field of adult education is declared of particular importance for it is "to promote contacts between ethnic minorities of immigrants and the natives". Immigrants workers, all foreign adults have access to education according to their choice in the whole field of educational opportunities. There is a wide range of voluntary and informal organizations of adults in which a great deal of international education activities has been developed. Among these organizations there are women organizations, science organizations of several skills and institutes like folk high schools which offer courses and information to further international understanding and to learn an approach to international thinking. Municipalities give support to foreign language courses for adults.

My report is only an example of the political preoccupation on basic education for adults in the Netherlands. As far as possible, the Netherlands are and will be open to international co-operation in the field of international education.

1. SCOPE

When the post of Minister with responsibility for adult education projects was created in the autumn 1981 it was decided in line with the Policy Document on Adult Education Principles of 1981, to draw up a policy plan on basic adult education. The plan was to indicate what was to be understood by basic adult education, what elements of it should be regarded as fundamental components, how it was to be unified and developed and what consequences it would have for current project policy and the structure of external coordination.

Current project policy, initiated in the eighties, involves six development projects concerning educational networks, literacy, educational activities for ethnic minorities, the introduction of Open School methods, occupation-oriented courses and support for educational activities in preparation for retirement.

The majority of these projects should be regarded as initial activities in the development of elementary or basic education for adults, the aim being to enable people to participate in the life of the community to at least some degree. The large ethnic minority groups and the position of women in Dutch society will receive particular attention.

The available evidence suggests that there is a pronounced need for these facilities, all of which are designed to promote greater personal and social independence and activity. From the reasons given for participating in adult education it is clear that adults do not want the same courses as those provided to young people, adults already have more and different experience of life and work, which means that their educational needs and wishes are also different. This type of adult education is intended to assist them to play a greater part in the life of the community.

The aims of educational priority policy run parallel with the plans for basic adult education. The relationship between the two should be regarded primarily as a question of coordination as the latter is developed further.

2. CONTENT

Basic adult education is designed for adults with the greatest educational disadvantages, those who have serious difficulty with reading, writing and/or simple arithmetic. They must be given the opportunity to acquire the knowledge and skills required in everyday life.

Communication through language is a prerequisite for any kind of social activity. Language skills do not mean just reading and writing, but also learning to communicate with others clearly and legibly, to assess information critically, to grasp what others are saying, and to use modern information techniques. By no means the least important aspect is that language skills should be functional and should therefore relate to the social context of the participants; this social context, i.e. their everyday environment may vary and change with time. Consequently the education offered may also vary. For example, adults of foreign origin who are illiterate in their own language may learn Dutch more quickly if they are also taught to read and write their own language. This method is particularly useful in the case of first generation minority groups as their frame of reference is still primarily the language and culture of their countries of origin.

Basic numeracy is of equal importance, particularly with reference to loans, savings, bank accounts, budgetting etc. The skills involved are not simply adding, subtracting, multiplying and dividing, but also the ability to keep a household budget, grasp simple economic problems and understand newspaper articles on cuts and savings. People should also be able to use simple modern calculators. As in the case of language skills, it is important for numerate skills to be functional and to relate to the social context of the participants.

Social skills are another essential requirement. They can best be taught on the basis of the social questions and problems which the participants experience in their own lives and work. Social maturity requires not only some knowledge and understanding of certain social amenities and services, social and political movements, etc.; it is equally important to integrate such knowledge in one's own life. Participants must acquire enough confidence to work together with others, to organize and to plan, to judge and assess. Special "threshold" activities are needed for certain target groups, such as Turkish and Moroccan women; these activities might take the form of knitting and sewing courses. All courses should be preceded by "intake" discussion, and adequate counselling will be required throughout the course.

Some people who attend basic adult education classes will eventually wish to proceed further. They will need to know of the opportunities open to them for further study and to be helped to meet the requirements. The possibilities include occupational training centres for adults, apprenticeships, occupation-oriented courses and day and evening junior general secondary education courses (MAVO). Preparation for such courses will involve concentration on literacy skills and extra attention for numeracy and social skills. This does not however mean that anything more than simple basic knowledge is required, the subsequent course, for example an apprenticeship, should also assist with the transition to the required level.

The above is only a general outline of what basic adult education entails as we are concerned here with its decentralised elaboration on the basis of participants' personal needs. This too, however must of necessity be subject to certain

restrictions, for example:

a. more precise definition of the three elements of literacy, numeracy and social skills, while allowing scope for adaptation to personal needs (no formal standards to be met, i.e. no curriculum with uniform objectives);

b. rules governing the maximum course length. This means that there must be some general system of recognizing rights to this type of education, e.g. illiterate foreigners would be allowed the most time, illiterate Dutch participants somewhat less, etc.,

c. rules regarding the qualifications, competency and expertise to be required of tutors in this fields: professional teachers, possibly assisted by volunteers,

d. rules regarding the allocation of funds. The basic education scheme is to be financed from the national budget. This actual sum to be disbursed will be calculated on the basis of the following factors:

   1. the number of adults and the size of the area;

   2. the number of adults with no secondary school leaving certificate;

   3. the number of foreigners and of Dutch citizens from overseas territories, possibly in combination with:

   4. the number of unemployed divided among a number of regions still to be designated.

The intention is to draw up a skeleton plan for basic adult education, approaching it as one coherent whole. A separate work plan will then be compiled for each programme or course.

Further up to date information about our work on international education can be requested from the Netherlands National Commission for Unesco.

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P O L A N D

EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE IN THE POLISH ADULT EDUCATION SYSTEM

I

The preservation of peace and promotion of co-operation among states and nations result from the principles of the system of the Polish People's Republic, from the historical experience of the Polish Nation, and its progressive tradition. The idea of education for international understanding and co-operation and for peaceful development, has been an indissoluble part of the socialist education ideal, ever since the foundation of the People's State.

This is reflected in the fundamental legal act, the Constitution of the Polish People's Republic, which states that "preventing agression and consolidating world peace" are common goals, linking the Polish Nation with the peace-loving nations of the world. This constitutional principle offers a directive for a state activity in different fields, and also determines the line of educational policy. Article 1 of the Educational System Development Act, passed by the Polish parliament (Sejm) in 1961 provides that "schools and other educational institutions, shall offer education in a spirit of socialist morality, and socialist principles of social intercourse, in a spirit of love for Motherland, peace, freedom and social justice". These tasks of the state educational system, are to be implemented by all shools, among them by the schools for adult people, and by the out-of-school institutions.

The special impetus for the activity of different state and social institutions in the field of education for international understanding, co-operation and peace was given after December 1978, when the Polish parliament (Sejm), passed a resolution on the implementation in Poland, of the UN Declaration on the preparation of societies for life in peace.

The goals and tasks of education for peace, as formulated by the state, were widely exemplified in a special document issued by the Ministry of Education in 1978, and entitled "Programme of Education for Peace in the Polish Education System". The programme defined numerous tasks for schools and other educational

centres, for organizations and institutions subordinated to the Ministry of Education. These tasks include, among others: the showing of the significance of international co-operation, and the strengthening of the readiness for co-existence and collaboration with other nations on the principles of partnership and friendship, the stimulation of interests in the achievements and experience of other countries, the showing of values and tasks, which link people and nations. The other document issued by the Ministry of Education - approved by the Council of Ministers in September 1982 - broadly defines the upbringing goals and tasks of the schools in the context of fundamental problems of the present-day world.

II

The adult educational system in Poland may be divided into two sub-systems:

a. The school sub-system which consists of various types and levels of schools for adults (primary, secondary, post-secondary schools and universities).

b. The out-of-school sub-system, which consists of two main parts: vocational and general.

The schools for adults are institutions of formal education which work on the basis of a set programme. They are characterized by a relatively stable organization and evident results in the form of promotions and number of graduates. In the 1985-1986 school year, there were almost 322 thousand students attending all types of schools for adults (evening or extra-mural), from primary to higher level. The schools enable working youth and adults to raise the general education level and the acquisition of vocational qualifications.

In the school sub-systems of adult education, the idea of education for international understanding, co-operation and peace are realized like in the schools for youth. First of all, it is related to using similar curriculum and textbooks. In spite of certain differences of curriculum, the core of such subjects as Polish, history, geography and civic education, is the same. The experience in utilization of different subjects for the dissemination of the idea of peace and friendship is well known, so there is no reason to present it at large. However, we must remember about the differences among the physical, psychological, social and intellectual characteristics of young and adult learners, differences in their life and professional experience cause using of other methods, techniques and means of instruction and learning.

Further on, I would like to pay greater attention to the non-formal part of our adult education system, especially to its general character and to its importance to promoting the ideas of international understanding, co-operation and peace.
In addition to the state schools for adults, there exist a great variety of organizers of non-formal sub-systems of adult education. Out-of-school activities are mainly conducted by different kinds of political, social, cultural and educational organizations, trade-unions, youth movements, co-operative movements, etc. Educational centres, clubs, libraries are the main institutions operating in the frame of this sub-system. They organize lectures, discussions, study circles, courses, circles of interest, exhibitions and other forms of educational activities.

Among dozens of political and social organizations carrying on educational programmes, also in the area of international education (very often in the framework of political or civic education), there are: Polish United Workers' Party, the Democratic Party, the United People's Party, the Union of Fighters for Freedom and Democracy, the League of the Country Defence, the League of Polish Women, and the League of Nature's Protection.

Such organizations as associations of friendship between Polish nation and other nations, play a very important part in the implementation of international understanding and co-operation ideas. Out of many of them, I would like to mention the Society for Polish-Soviet Friendship, the Society for Polish-French Friendship, the Polish-Swedish Society, and the Polish-Arab Society. They organize different forms of educational activities, lectures, discussions, exhibitions, language courses and excursions, enabling deeper studying of history, culture and other aspects of social life of these countries.

An example of the important part the development of new kind of activities can play, is the Association of Unesco's Friends in Poland, founded in December 1986. Its aims and plans concern among others, promoting the Unesco 1974 Recommendation ideas. From the very beginning, the collective members of this Association are two significant Polish organizations of adult education: Popular Knowledge Society (PKS), and Association of Polish Adult Educators (APAE).

Popular Knowledge Society is one of the biggest Polish organizations of out-of-school education. Popularizing different branches of science and culture,

also plays a very considerable part in the social historical, economic and international education. Global problems of the contemporary world are very often included in the programmes of popular universities and study circles conducted by PKS. These problems constitute the contents of thousands of lectures - the main form of PKS's activities - this Society also organizes numerous seminars and conferences on topics dealing with international co-operation and peace. Best known initiative in this area was the international conference on "Education for peace" held in Gdansk in June 1984. Representatives of adult education organizations from 13 countries participed in this event. Being the member of ICAE and EBAE, the Popular Knowledge Society is also one of the most active Polish organization in the field of international adult education.

Association of Polish Adult Educators is the newest organization which tries to develop different kinds of activities in the field of theory and practice of adult education. For major objectives of activities, it assumes environmental integration of adult education workers, increasing their knowledge and improving their meritorial and pedagogical skills, forming their reliable moral and professional attitudes, and developing the international co-operation with similar organizations abroad. APAE hopes to be one of the most important organization developing the idea of international education between adult educators. In the near future APAE would like to become the main Polish information centre on international adult education. Additionally, it plans to popularize national achievements abroad.

One of the most important factors deciding whether communication and understanding between nations are complete, is the knowledge of foreign languages. The courses of foreign languages are one of the most popular forms of adult education in Poland. Every year there are over 100,000 adults studying English, Russian, German, French and other languages in the form of organized courses. Most language courses are organized by various social institutions, such as the Co-operatives: Education Union of Polish Teachers, Polish-Soviet Friendship Society, Popular Knowledge Society, youth organizations. In addition, quite a large number of language students are taught by private tutors. Polish Radio and Television also supports its viewers with a number of foreign language courses. The institutions which organize foreign language courses for adults take advantage of such modern aids as language laboratories. One of the best centres is in the Palace of Culture in Warsaw , set up in 1964 by the PKS. This year also, the Association of Polish Adult Educators is due to begin its work in this field.

Among organizers of foreign language courses are also the International Press and Book clubs. These clubs are recognized as one of the most interesting institutions carrying out international education in Poland. They are the centres of culture and education, purposely developing the different kinds of activities for international understanding, peace and co-operation. Lectures, discussions, exhibitions, meetings with experts in foreign policy, film shows,etc. are the main forms of their activity. They also sell foreign publications, newspapers and records, which are also available to be read on the spot.

It is impossible to characterize all social organizations providing the activity in the field of international education for adults. These presented above are only examples. One should not forget about many other organizations, such as Polish Association of Sightseeing, Polish Union of Esperanto Speakers, Association of Folk High Schools and Polonia Society.

The activity for international understanding, co-operation and peace, has been developed at large by the Polish Peace Movement. The beginnings of organized peace movement in Poland date back to the early years after World War II. In 1949 the Polish Committee of Defenders of Peace was established, rallying together a representative group of officials, members of various social milieus, numerous political, social and cultural organizations. In 1958 the organization changed its name to the Polish Peace Committee (PPC), becoming national representation of Polish Peace Movement. Today PPC is a body bringing together representatives of over six political parties, youth and women's organizations, trade unions, cultural associations, Churches and religious unions, etc. acting for peace, disarmament and peaceful co-existence and co-operation of nations and states. Among these various organizations and societies represented in the PPC, are also educational organizations, like Popular Knowledge Society, Society for Family Development and Polish Pedagogical Association. The PPC organizes and takes part in numerous domestic and international meetings and conferences, mass campaigns, scholarly and artistic undertakings, etc. The Polish Peace Committee has all through its history, attached special importance to nuclear disarmament and European security. This is why the last Wojciech Jaruzelski disarmament Plan met with all-out support of the Polish Peace Movement.

III

The programmes of pre-service and in-service training of teachers or adult edu-

cators consist of elements dealing with international education. The curricula of both, the universities and teacher training colleges comprise an obligatory subject "The foundations of political science", which takes into account, the problems of international co-operation and peaceful co-existence of states and nations, irrespective of their economic development, political system, religion or culture.
These problems are also present but insufficiently in different forms of in-service training. Here I would like to give one positive example from this area.

One of the most interesting forms of in-service training of teachers and educators is the Radio and the Television Teachers' University. It is a multi-media system consisting of radio, television, printed materials, exercises, consultations and control work. At present, its programme includes three basic groups of subjects:

- science and culture in an interdisciplinary approach,
- specialist pedagogical knowledge - methodical innovations in education
- methodology of individual subjects.

Questions of education for understanding, co-operation among nations, and peace are included in all these groups, especially in the first of them. For example, it comprise the following topics:

- the source of present-day tensions, disputes and conflicts, and the ways of their elimination;
- the main threats to the world and mankind, and the possibilities of averting them - fatalism and creativity -
- the world in the process of economic and technological change,
- development regularitries and influence of cognition upon the shaping of the destinies of the world - pessimism and rationalism -
- the ecological crisis in the world of today: its causes and sources,
- humanism as an ideology of improvement of the world and the people.

Above topics are relating to the basic question of human civilisation, demography, maintenance of peace, disarmament, sociology of culture and forecasting. Presented in the form of radio and television lectures, they can be very convenient foundation of discussions not only for school teachers but also for other educators.
One of the means of vocational improvement of teachers is pedagogical journal. In cases of adult educators, this role is taken by monthly "Oswiata Doroslych"

("Adult Education). It is 30 years since this monthly has become a fundamental information tool in the field of international adult education. Popularization of foreign achievements in theory and practice and presenting changes and progress in the international adult education movement, is one of the most important functions of the journal. Lately it has payed particular attention to the problems of education for peace. The following articles by Polish authors have to be listed: "Education for Peace and Adult Education", "Preparation for life in Peace", "For New Horizons of Education for Peace". This year we were deeply honoured by publishing the article of Ms. Helena Kekkonen on "Peace Education for Adults". Besides, we have also published some information about the activities of Peace Education Institute in Helsinki. In the near future, the editorial board of "Oswiata Doroslych wishes to publish more articles of methodical character, which may be useful in every-day educational work with adults. I hope that the experiences gained from our conference will considerably enable future realizationof these plans.

I have mentioned mostly the quantitative results of our activities in the field of education for international understanding and peace. What we really do need is much deeper educational activity among adults, including not only the process of information but creation of proper attitudes and generating requiged activities. To achieve this goal, we have to enrich the forms and methods of preparation of adult educators to develop the pedagogy for peace and research on different topics of adult education for international understanding, co-operation and peace. In order to reach this purpose, we will bring into life all valuable ideas and practical solutions which will emerge during our Seminar.

Andrzej CIESLAK
Chairman of
Association of Polish Adult Educators

Y U G O S L A V I A

INTERNATIONAL EDUCATION FOR ADULTS IN YUGOSLAVIA

The present day world is characterized by marked contradictions. On the one hand, the development of science and technology is taking on undreamed of proportions and the application of all this vast knowledge knows no political and administrative borders. At the same time, international misunderstandings, intolerance, the policy of domination, the division of the world into spheres of interest, militarization and the arms race, most directly contribute to the broadening of the gap between States and to international differences, posing a threat to peace, security and the survival of mankind in general. In spite of the efforts aimed at disarmament, which of late give us more reasons for optimism, the danger of nuclear self-destruction is very pronounced.

A very important, but not the only factor, which under these complex living conditions in the world of to-day can contribute to the victory of reason, is education and upbringing for peace and international understanding. The SFRY, as a socialist, self-management and multinational country, with a federal social system, not only attaches full importance to this type of education, both of young people and adults, but is also in a position to show through its own example how this should be carried out.

A lasting commitment of the foreign policy of Yugoslavia, laid down in the SFRY Constitution, is non-alignment. Non-alignment, as the fundamental commitment of the Yugoslav peaceful international foreign policy means a struggle for

equitable international relations, irrespective of the size and strength of a country, a struggle for overcomming bloc divisions of the world, and for giving equal rights to all the nations of the world for their own development and the building of their national culture. We are convinced that the crucial problems of the world, the problems of peace, disarmament and co-existence can be solved only through negotiations, based on mutual respect. Education and upbringing in our country are based on these principles. We are of the opinion that education which is in the function of the development of under-developed countries is, at the same time, education for mutual cooperation, understanding and the preservation of national identity and culture.

Yugoslavia bases its internal policy on the principles of socialist self-management and the equality of its nations and nationalities. Multinational and multicultural Yugoslavia pursues a consistent policy of full respect for every nation and nationality, regardless of its size. Each of these nations and nationalities has equal constitutional rights to develop its own culture, language and national identity. All the nations and nationalities in Yugoslavia are in the position to decide themselves to which extent they will exercise their right to education, and thereby decide on their social position.

Accordingly, every educational action aimed at any age group must in its essence involve the development of Yugoslav socialist patriotism. Education and upbringing in the spirit of Yugoslav patriotism is inevitable and at the same time means education and upbringing in the spirit of internationalism. These are two aspects of one and the same process in Yugosalvia./* All official documents and laws

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* Yugoslavia, Peace, Understanding, Belgrade, Yugoslav Commission for UNESCO, 1983.

dealing with education and upbringing underline, as tasks of special importance, those related to international understanding and co-operation, respect for every nation and nationality, education for peace and respect for the basic freedoms of man without any discrimination.

Accordingly, in the spirit of the UNESCO 1974 Recommendation, and as set forth in the Recommendation on Adult Education adopted by the General Conference in Nairobi in 1976, as well as in the messages of UNESCO's Fourth Conference on Adult Education held in Paris in 1985, adult education in Yugoslavia is giving its contribution to the preservation and development of natural cultures, to the promotion of international understanding, cooperation and peace, respect for human rights and basic freedoms, to the overcoming of social injustices, the struggle against prejudices, intolerance, racism, apartheid, and to the creation of an anti-war climate.

Since UNESCO's Recommendations related to adult education for international understanding, cooperation and peace are in the spirit of Yugoslavia's home and foreign policy, as well as its adult education commitments, they represented only a fresh impetus to the further development and promotion of work in this area of adult education.

International education for adults in the Yugoslav society is integrated, explicitly or implicitly, in educational work with adults in general, irrespective of the educational level (from primary to post-graduate education) and regardless of the contents or forms of education. I shall just briefly comment on some of the main contents and forms of implementing international education for adults in Yugoslavia.

1. The curricula in organized forms of adult education more or less (depending on the nature of the contents) include contents which contribute to and encourage gaining knowledge

about the cultures and aspirations of other peoples. This is characteristic of programmes realized in (1) schools for adults (evening schools, schools offering elementary, secondary and higher formal education, university education, correspondence schools), (2) people's and workers' universities, and (3) educational centres in work organizations.

In the area of international education for adults, political schools play an exceptional role - one of the best known among them is the "Josip Broz Tito" Political School of the League of Communists in Yugoslavia in Kumrovec. In addition, foreign language teaching is inseparable from international cooperation and understanding, and learning about others. In Yugoslavia, numerous institutions organize foreign language teaching and courses of our language for foreigners. It is necessary to stress the need and importance of learning, on a more massive scale, Esperanto, this international language which, by taking down language barriers among the peoples of the world, enables their better mutual communications and knowledge of each other.

2. Apart from the curricula, the programmes of the so-called extra-mural or free activities of the mentioned institutions (where they exist) are designed so as to contribute to international education. Excursions, picnics, work in various sections, clubs, etc., offer the possibility for learning about and spreading international understanding not only among the nations and nationalities of Yugoslavia, but also on a broader basis.

3. A broad network of informal educational activities intended for adults contributes directly or indirectly to their international education.

We should also mention the educational activities of various professsional societies and associations both at the Yugoslav and broader international levels.

- Numerous different clubs such as sailing, fishing, mountaineering, hunting, parachuting, auto-motor clubs, etc., through their occasional or standing actions devlop or render a contribution to the development of the international education of their members. Worth mentioning in particular are the numerous clubs of the United Nations, Unesco Clubs, clubs of international friendship, clubs of Esperantoists.
- Socio-political organizations as well as various community organizations include international education contents in their programmes for members and leaders.
- We should also mention the possibilities for intercultural acquaintance and understanding offered by libraries, galleries, museums, theatres, various sports organizations, etc., through their activities for adults.
- Of special importance for the international education of adults and for creating an appropriate public opinion are the mass media, especially the radio, television and daily press.

4. Yugoslavia is among those countries which attach great importance to adult education of migrant workers. The addressing of this issue requires and implies corresponding inter-state cooperation between the country of origin and the country of immigration. Yugoslav workers temporarily employed abroad represent specific bridges of friendship between our people and the people of the country in which they work and live.

5. Yugoslavia is traditionally open to international cooperation in the fields of culture, education and sports. Through various forms it cooperates with countries with different socio-political systems on all continents.

- A large number of foreign students is acquiring their education in Yugoslavia. In our midst, activities linked to the international exchange of students, scientists and researchers are enhanced and developed.

- Yugoslavia participates in the work of numerous international associations - from various humanitarian ones (the Red Cross, aid to nations that are in need of help, etc.), to sports and various professional organizations.

- The activities of cultural-information centres, regardless of whether Yugoslav ones throughout the world or foreign ones in our country, should particularly be underlined. Cultural and educational actions initiated by these centres, contribute either indirectly or in the most direct form to education for international understanding, cooperation and peace, and to education on human rights and fundamental freedoms.

- Yugoslavia participates in numerous international cultural manifestations, by either taking part in their work or else by organizing them. To mention just a few of the events that are organized on an annual basis in our country, and which have the longest tradition:

FEST - International Film Festival
MESAM - International Music Fair
BITEF - International Theatre Festival
- Evenings of Poetry in Struga
- International Book Fair
- International Fair of Engineering
- International Agricultural Fair, etc.

- Various international sports events and contests are a specific and significant form of international rapproachement, cooperation and understanding. Yugoslav often hosts such events and they are frequently accompanied by various educational and cultural activities, the aim of which is to acquaint the audience with the cultures and aspirations of other nations. Accordingly, for instance Yugoslavia was the host of the XIV Winter Olympic Games in Sarajevo, and this year it will host the international students sport manifestation - the University Games in Zagreb.

- The cooperation between certain Yugoslav cities and foreign ones has become traditional. Through various activities, such as visits, exhibitions, exchanges of experts, etc., they contribute to the establishment of closer ties between these cities to their better knowledge of one another.

6. Finally, Yugoslavia is one of the most open countries in the world whose borders are crossed each year by a few million tourists, and on the other hand, a large number of Yugoslav citizens travel abroad. Such mobility creates opportunities to get acquainted with the cultures, customs, etc., of other peoples, which is in itself a specific contribution to international adult education.

International education for adults in Yugoslavia not only relies, but stems, from the principle of socialist self-management, equality of nations and nationalities in Yugoslavia, as well as the principle of peaceful and non-aligned foreign policy. Every educational action intended for adults implies, relies in varying degrees, or includes most directly in its programmes elements of international education. This does not mean that the achieved results are always and everywhere satisfying. A number of problems appear, especially those of a practical and organizational nature which are also present in other fields of adult education in Yugoslavia.

Education for peace and international understanding is a complex and long-term process, which should last a lifetime, in accordance with the accepted concept of permanent education, and should include all segments of the population. The permanentness and democratization of international education are the preconditions for its effectiveness and for its contribution to world peace.

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ANNEX III: INFORMATION PAPER ON THE UNESCO'S PILOT PROJECT IN SWEDEN

Swedish National
Board of Education

Dr Bengt Thelin
Lecturer Hans Burgman/BHR

Sub-regional Unesco Seminar on International Education
Murrika, Finland, 7 to 13 June 1987

The aim of this paper is to give a brief background to the presentation Friday 12 June of a pilot project on "THE RELATIONSHIP BETWEEN PEACE, DISARMAMENT, SECURITY AND DEVELOPMENT AND ON "THE DANGERS OF NUCLEAR WAR".

Ultimate purpose of the pilot project:

To help develop a greater awareness among adults of the important contribution that they can make to the cause of peace, disarmament, international understanding and respect for human rights.

Target group:

The programme in preparation is intended for use in the training of non-formal and adult education personnel in Member States, first and foremost European countries.

Reference Group:

The Swedish National Board of Education has - via the Swedish National Unesco Commission - accepted to carry out the task. A reference group of experienced educators assisted by two experts on the relationship between disarmament and development has been commissioned to prepare materials and work out a training programme.

Chairman of the group is Dr Bengt Thelin, Director of Education at the Swedisch National Board of Education and secretary is Mr Hans Burgman, lecturer in adult education, University of Linköping.

Strategy:

The training programme will follow a didactic scheme dealing with the three questions WHY, WHAT, HOW.

The first question WHY concerns the reasons for highlighting the complicated and farreaching question of the relationship between (to simplify it) disarmament and development. This is the motivating and legitimating question that we will answer in terms of formal and substantial reasons - a distinction made only for the sake of clarity and simplicity.

The formal reason are first and foremost the Unesco "Recommendation on education for international education" adopted in 1974 and other Unesco documents. Behind them all is of course the very idea and objective of UN "to free mankind from the scourge of war".

The substantial reason is the reality in which we are living, that can be defined as absurd. It is an absurdity which can be illustrated by some figures, e.g. the world spending on armaments which is estimated at 1,5 million US dollars per minute and the fact that 30 children are dying of starvation and deficiency diseases every minute.

The question WHAT concerns the content of the training programme as it is defined in the contract between Unesco and the Swedish National Commission and in the paper "Terms of references" enclosed to the contract. There is particulary referred to paragraph 18 b in the Recommendation 1974 and to themes such as the increasing economic and social interdependence in the modern world, the dangers of nuclear war, co-operation between peoples, the relationship between peace, disarmament and international security, peace as a prerequisite of development, the relationship between disarmament and development, the dangers of the continuation of the arms race especially the nuclear arms race etc. (As for materials see below under the heading Materials).

The question HOW deals with the methodology. As general principles we here want to emphazise the three concepts knowledge, feeling and action.

To supply - as far as it is possible - an adequate and unbiased knowledge on this complicated topic is of course of greatest importance. As for the attitude goal feeling and empathy are fundamental components in the process of creating awareness of the fact that everybody has a role to play in the efforts for a better situation for mankind and its future. A natural consequence of empathy and feeling is action. In this connection action first and foremost means to take an active part in disseminating information about the armaments race, the relationship between disarmament and development and the benefits that could be derived from the reduction of military costs and the reallocation of released resources for economic development.

Materials

Basic literature from which relevant parts will be selected is

- The UN document A/36/356, 5 October 1981, Study on the Relationship between Disarmament and Development (the "Thorsson Report")
- Clyde Sanger, Safe and Sound, Disarmament and Development in the eighties, 1981
- Inga Thorsson, In pursuit of disarmament (3 volumes), Stockholm 1984
- Nedrustning och utveckling (Disarmament and development), Stockholm 1987 and other documents and texts produced and published by the Swedish Folk Parliament Working Group for Disarmament
- Selected parts of "Disarmament Fact Sheets" and other broshures published by the World Disarmament Campaign of the UN (1982-1986)

Swedish National
Board of Education

Besides the above mentioned literature the reference group will evaluate and select existing study materials, broshures, picture materials, slides, videotapes, posters and photos from i.a. SIDA (The Swedish International Development Authority) and different NGO-organisations such as The Swedish UN Association.

Organisation

The best way to use the materials is according to the reference group to organize instruction in four steps and for a group consisting of about 30 participants.

1 Printed material to be studied by the participants at home

2 A residential course of three days

3 A second period of homestudies

4 A second residential course of two days.

The total time span for the training programme is recommended to be about three months. However, both concerning the periodicity, the number of residential courses, the length of the programme and the number of participants a far reaching flexibility adapted to local and national conditions is of course necessary.

ADDRESS BY C. OKAI
AT THE SUB-REGIONAL EUROPEAN SEMINAR
ON INTERNATIONAL EDUCATION FOR THOSE RESPONSIBLE
FOR NON-FORMAL EDUCATION AND ADULT EDUCATION
(Murikka, Finland, 7-13 June 1987)

Excellency,
Ladies and Gentlemen,

It is a great honour and a great pleasure for me to be taking part as the Representative of Unesco in this Seminar which is the first that Unesco has organized on international education for those responsible for non-formal education and adult education in Europe, in co-operation with the Finnish National Commission for Unesco.

I should like to thant the Finnish National Commission for Unesco, represented here by Ms. Eeva Hippula, for having accepted to host this important Seminar and I wish to convey my warmest thanks to Ms. Hippula and to the Association of Finnish Adult Education Organizations, in the person of its Secretary-General Mr. Timo Toiviainen, for having assumed the responsibility for the organization of this Seminar.

It is an occasion to reassert the exceptional quality of the links that connect the Finnish National Commission and Unesco. I should just like to recall somme of the important meetings that this National Commission organized in co-operation with Unesco in the field of international education: in 1978, a European Seminar with representatives of National Commissions and Experts on the Unesco 1974 Recommendation and on educational curricula; in 1980, a European Seminar on implementation of the Unesco Recommendation concerning education for international understanding in teacher education; in 1982, a European preparatory Meeting for the Unesco Intergovernmental Conference on education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, with a view to developing a climate of opinion favourable to strengthening of security and disarmament. All the reports on these meetings are published under numbers 22, 23, 26, 27 and 29 of the Finnish National Commission for Unesco publications.

The Finnish National Commission for Unesco has constantly worked with Unesco for the free expression of the genius of all men and all peoples in the infinite diversity of their creative traditions.

Allow me now to pay a heartfelt tribute to Ms. Helena Kekkonen, the Secretary-General of the Peace Education Institute whose competence, experience and untiring dedication and energy continue to contribute so greatly to the development of education for international understanding and peace for adults. As a reward for her fervent and world-wide realization to further the progress of the cause of peace, Unesco awarded to Ms. Kekkonen in 1981, the Unesco Prize for Peace Education. The Prize allowed her to undertake further action for the cause of peace, and with her permission, I propose to distribute the report on her activities which she sent at the request of Unesco. This report is to be distributed to the Jury of the next Unesco Prize of Peace Education and I thought that at this meeting you would be happy to know about it. I think that her modesty is suffering but I believe it is encouraging for all of us to know that a person like her exists in the world, working for peace. I can say that for me she has become a living symbol of peace, showing that adults can continue to educate themselves for peace.

Ecellency,
Ladies and Gentlemen,

May I offer my greetings and thanks to the the distinguished representatives of Unesco Member States present here who give substance to that hope which women and men have cherised as a dream but which is now inseparable from their chances of survival: Peace.

The concept of education for peace around which the different aspects of adult education are linked within the framework of this Seminar, is one of the central concerns of Unesco, by the virtue of its Constitution, which declares its purpose to be that of "advancing, through the educational, scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims".

Its Constitution assigned to Unesco, either directly or indirectly, certain responsibilities: information, studies and research, co-operation with non-governmental organizations, and peace education. Unesco indeed considers that its prime responsibility is, within its fields of competence, to take whatever action may help to promote international understanding and co-operation conducive to the maintenance of peace. The Organization stands at the crossroads af ali activities of the mind, receptive to all work that express the sensitivities of peoples, constantly attentive to the world, endeavouring to feel its every heartbeat. It is therefore well aware that we live in a world increasingly overshadowed by anxiety: anxiety at the extent of rising unemployment which may become the source of grave social tensions, of fear, anxiety to see more doors closed, anxiety felt in many countries at the rise of perils that may lead towards a nuclear war. Thus peace becomes more and more clearly a fundamental purpose; focused on the adult, deep-rooted in the capacities and aspirations of adult, opening on future prospects and at the same time making it possible to find the solution to the concrete problems confronting by all countries and the entire international community.

In different countries around the world, adult education is based on a number of guiding principles that define its major lines of emphasis. These principles vary according to the cultural, social, ecomonic and political situation in each country. However, despite the differences, certains common trends can be observed.

First of all, adult education appears globally as one of the ways of striving towards greater social justice. Whether it constitutes literacy training for those who have been deprived of school education or the education of underprivileged social groups, marginalized ethnic minorities or age-groups experiencing special problems of social integration, adult education could be in a position to play a leading role in the search for the right solutions.

The principle of social justice and its corollary, educational equality, are both materialized and substancialized in adult education. The flexibility of this form of education, its adaptability and its many bridges between individual interests and the community make it an ideal instrument for action in favour of those suffering the effects of each society's own particular form of evolution or those who in the near futur are unlikely to be in a position to cope with them. Calling on individual, community and group initiative, this education is, because of its voluntary nature, a mobilizing force and prepares the ground for a greater awareness of problems. As a result, adult education reveals needs and seeks to prepare individuals and groups for the task of finding appropriate solutions.

The second guiding principle is that adult education should contribute to economic and social development. Over the last ten years the importance of adult training in improving employment conditions and raising production levels has become increasingly obvious in all countries.

In most industrialized countries, adult education is closely associated with employment and is acknowledged to have an essential role in helping to cope with technological, economic and social changes.

To inform adults about peace contribute to offering each person access to the knowledge which is essential for him/her to fulfil the plenitude of his/her potentialities, to be aware of the realities - grandeur and constraint - of modern life, to strengthen his/her determination to participe in the change as well as to develop his/her own means of achieving it.

International education for adults means to give them the access to the literary and artistic inheritance of their own people as well as that of others peoples, it puts them in position to contribute to increasing mutual understanding between nations, to more fruitful co-operation and to peace in the world.

To promote international understanding at adult education level is in short, to act in such a way that every individual cell of the society could live its whole life in unison with others, knowing that we are sharing the same ideal, the same willingness to leave to our children a world of which we should not feel ashamed, to show our maturity to continue till the end our creative course.

International education for adults despite the differences in the cultural, social, economic and political situation in each country, is an assertion of the commitment to its goals of strengthening international understanding, co-operation and peace. This education at the same time calls for the dedication of those responsible for it to its renewal and further development as a major educational force for building the defences of peace in the minds and hearts of all peoples and for the evolution of a new world community based on justice, humanity and harmony with the environment. In these time, the emerging concept of lifelong education and the new opportunities created by the revolutionary technologies of communication offer the promise of joining education, science and culture together in a new enterprise to liberate the human spirit, to enrich the minds of all persons, and to project human values in the service of international co-operation and peace. The new goals of adult education for the future recognize the integrity and diversity of cultures while seeking the universality of thought and embracing the common values and tasks of humanity.

International education for adults should be directed towards the adult's fulfilment as a total person, as a creative worker, and as a member of society at national, regional and world-wide levels. Our planet stands at a critical point in its history. And we are witnessing for the first time the emergence of a world civilization based on the diversity of cultures and societies. But the technology built up by adults has far outstripped the capacity of the social institutions to cope with it, and both pose a striking challenge to those values which guide all of us as adults in our response to the awesome world problems of conflict, injustice, disease and poverty.

If international education for adults become a voluntary world-wide network, it would help adults to face the challenges to international co-operation and peace which lie ahead and which are still greater than in the past years, requiring far more determined efforts to enlist the whole world's educational community in the cause of peace and justice.

Now I should like to end with two important items of information: the United Nations General Assembly will probably proclaim 1990 as International Literacy Year; it would be desirable that those responsible for adult education in Europe and also in the whole world manifest their solidarity on the occasion of that important event by carrying out specific activities in that field and sending reports on their activities to Unesco for publication.
From 29 June to 3 July 1987, a Preparatory Meeting to the Fourth Conference of Ministers of Education of Unesco Member States of the Europe Region will take place at the Headquarters of Unesco in Paris. One of the topics of this Preparatory Meeting will be "Education for peace, international understanding and respect for human rights". Thus the Secretariat of Unesco is awaiting the draft final report of our Seminar, which could provide suggestions for the Fouth Conference of Ministers of Education of Europe (called MINEDEUROPE) which will probably take place in June or July 1988 in Paris. This highlights the importance of our work during this Seminar and the interest with which Unesco will follow it.

Despite of all their differences, people share similar dilemmas and cherish common hopes, which are expressed in thousand ways but which all converge in the voice of wisdom. May we accomplish the task before us with resounding success, and may it have the widest possible impact in Europe and throughout the world.

Thank you.

ADDRESS DELIVERED BY C.OKAI
AT THE CLOSING SESSION OF THE SUB-REGIONAL
EUROPEAN SEMINAR
(Murikka, Finland, 13 June 1987)

Mr President,
Ladies and Gentlemen,

We have reached the end of a Seminar during which you spared no effort nor labour and which is rewarded with success. This success reflects the quality of all the Participants attending this Meeting.

The climate of serenity and mutual respect which has prevailed during these days of debate and dialogue, has been due to all of you and to the courteous and graceful authority, tact and efficiency with which Ms. Helena Allahwerdi who has now left, has presided over this Seminar. I should like to offer her my sincere thanks.

I should also like to thank all the Member of the Bureau of the Seminar: Dr Andor Maroti, our present President, for his seriousness and his real mastery, and the Rapporteur Dr Traugott Shöfthaler, who has my admiration and gratitude for the skill with which he has assumed a difficult and delicate task for which his distinguished intellectual qualities and his wide experience of international life eminently fitted him. I should like finally to express my gratitude to all of you for having enrich us.

Ladies and Gentlemen,

The moment has come for us to take our leave of one another. I should like to express again my gratitude for the spirit of co-operation and mutual understanding that you have shown throughout our work.

I should like to pay tribute to the faith in international education at non-formal and adult education level which has inspired our discussions from the start to the end, a clear-sighted and realistic faith since, in recognizing that the task of changing outlooks and behaviour is a long-term one, you have successfully steered a path between the twin snares of delusion and scepticism.

The goals we have set ourselves can only be achieved at the cost of sustained efforts, but such efforts are more than ever necessary if we are to overcome hatred and misunderstanding and lay the foundations of peace and love in the world that we shall bequeath to the generation to come.

Such is the conviction which seems to me to have informed our work throughout this Seminar. May this conviction henceforth radiate far beyond the walls of this room, transcending all frontiers and differences, to serve as a ubiquitous pledge of confidence in the resources of human solidarity and wisdom.

Now I wish to end by conveying my warmest and heartfelt thanks to Ms. Eeva Hippula for her outstanding competence and efficiency. I should like to stress that she act as a Fairy, making it possible this Seminar, all her proposals were happy. Finally I should like to thank Ms. Hippula for having assumed the heavy responsibility of the organization of this important Seminar and to have

done this so efficiently over and above her normal duties.

All my thanks to Ms. Kankkunen for discrete and so helpful contribution.

Thanks to the Finnish Participants who have shown their involvment in this very difficult education and for having been an excellent team of animators.

For me, it has been a fisrt experience in Finland and what a wonderful experience it has been.

ANNEX V - LIST OF PARTICIPANTS

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Annex V

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ANNEX VI: "MEETING IN FINLAND 1987" RECOMMENDATIONS FOR UNESCO

RECOMMENDATIONS OF THE "MEETING IN FINLAND 1987 SEMINAR" TO UNESCO

We, adult educators from 30 contries, gathered at the Meeting in Finland Seminar on 7-12 June 1987 at Murikka, Finland;

Noting with grave concern that the International Information System has mostly portrayed the South from negative perspective,

Noting that the North has overwheling predominance in the International Information System and that this predominence continues to perpetuate the continual political, economic and cultural domination of the North over the South,

Being aware of the fact that the mass-media has considerable role and responsibility in bringing about international understanding, co-operation and solidarity,

The "Meeting in Finland 1987" strongly recommends that:

1. Unesco works more vigorously to redress this imbalance;

2. Unesco supports all efforts to get more peace-promoting cultural programmes in the fields of theatre, music, books for translation etc. from the South to the North;

3. Adult Education Associations worldwide work closely with Unesco in this important endeavour;

4. Adult Educators worldwide co-ordinate their efforts to sensitize public opinion in the North to these critical issues;

5. The Meeting in Finland 1987 urges the United Nations Conference on Disarmament and Development, due to be held from 24 August to 11 September 1987 in New York, to take urgent and concrete measures in favour of disarmament and peace. The expenditures thus released should be used for building peace. The elimination of hunger, poverty, illiteracy and other forms of structural violence call for a redirection of human and material resources;

6. The Meeting in Finland further appeals to adult educators worldwide that they co-ordinate their efforts to meet the most important challenges of our time. We demand our right to survive, live, love and grow as human beings. Our world is one. Our security is indivisible. These perspectives have to be integrated into all adult education activities.

Aware of the fact that there are peoples in our world which have been deprived of their right to self-determination, culture and language;

The "Meeting in Finland 1987" strongly recommends that:

Unesco take the cultures of such peoples under its special protection.

PUBLICATIONS OF THE FINNISH NATIONAL COMMISSION FOR UNESCO

No. 1 Aikuiskasvatus ja yhteiskunnallinen muutos. Helsinki 1973
No. 2 Kemialliset ja biologiset aseet. Helsinki 1973
No. 3 Kulttuuriyhteistyö Euroopassa. Nykytilanne ja näkymät. Helsinki 1974
No. 4 Uudistuvat yhteiskuntatieteet. Helsinki 1974
No. 5 Kulttuuriyhteistyön ongelmia. Helsinki 1973
No. 6 Ympäristökasvatus. Helsinki 1975
No. 7 Raportti joukkotiedotuskasvatuksesta. Helsinki 1975
No. 8 Afrikkalainen kirjallisuus tänään. Helsinki 1975
No. 9 Taide- ja kulttuuriohjaajien koulutus. Helsinki 1976
No. 10 Monikansalliset yritykset. Helsinki 1975
No. 11 Kansainvälisyyskasvatus. Helsinki 1976
No. 12 Research, Education and Information on Disarmament. Helsinki 1978
No. 13 Uusi kansainvälinen tiedotusjärjestys. Helsinki 1978
No. 14 Kulttuuri-identiteetin ongelmia: suomalaiset kulttuurivähemmistöt. Helsinki 1978
No. 15 Joukkotiedotuskasvatuksen yleinen opetussuunnittelumalli. Helsinki 1978
No. 16 Rauha-kehitys-tulevaisuus: kansainvälisyyden haaste korkeakouluille. Helsinki 1980
No. 17 Lapsi — yhteiskunta — lainsäädäntö. Helsinki 1981
No. 18 Participation, needs and village-level development. Helsinki 1981
No. 19 Needs, participation and local development. Helsinki 1981
No. 20 Cultural pluralism and the position of minorities in Finland. Helsinki 1981
No. 21 The Development of Cultural Policies in Europe. Helsinki 1981
No. 22 Education for International Understanding in Teacher Education. Helsinki 1982
No. 23 Education for International Understanding and Educational Curricula. Helsinki 1982
No. 24 Le developpement des politiques culturelles en Europe. Helsinki 1982.
No. 25 Kehitykseen soveltuva suomalainen tiede ja teknologia. Helsinki 1983.
No. 26 European Preparatory Meeting for Unesco's Conference to Promote Education for International Understanding. Helsinki 1983.
No. 27, 29 Multilateral Evaluation of History and Social Studies Teaching Material. Helsinki 1983.
No. 28 Kulttuuripolitiikan kehityksestä Euroopassa. Helsinki 1983.
No. 29 Vernacular Architecture
L'Architecture Vernaculaire, Helsinki 1984.
No. 30 Unescon ystävyyskoulutoiminta. Helsinki 1985
No. 31 Report on Adult Education in Finland. Helsinki 1985.
No. 32 Cultural Minorities in Finland — An Overview towards Cultural Policy, Helsinki 1985
No. 33 The Cultural Dimension of Development, Helsinki 1986
No. 34 De nya mänskliga rättigheterna, Helsinki 1986
No. 35 Approaches to International Communication — textbook for journalism education, Helsinki 1986
No. 36 IPDC — tiedonvälityksen kansainvälinen kehitysohjelma, Helsinki 1986
No. 37 International Education in Twelve Countries, Jyväskylä 1986
No. 38 Unescon 4. aikuiskasvatuskonferenssi 1985, Helsinki 1987
No. 39 Information Technology and Structural Change in Local Cultures, Helsinki 1987
No. 40 Tiedeyhteisö ja rauhankysymys — tutkijan eettinen vastuu, Helsinki 1987
No. 41 Lukutaito, kehitys, omaehtoinen viestintä, Helsinki 1988
No. 42 Maailman kulttuurikehityksen vuosikymmen, Helsinki 1988

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